

Movement

Activity Book



Violence prevention through Movement
and Pro-Social skills

Peggy Olson

Disarming the Playground

VIOLENCE PREVENTION THROUGH MOVEMENT
& PRO-SOCIAL SKILLS

Activity Book

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What Teachers and Students are Saying:

"I have a full-inclusion second grade class that has several levels of students with special education needs. The strategies that the students learned have been extremely helpful skills they will use throughout their lives.

Students have learned to get along by being aware of their space, keeping themselves in control, and being aware of their feelings and talking about those feelings with 'I messages.' We first focused on being aware of our own body space and the space that other people need. We taught the students how to become more aware of each other with movements and activities. The students continue to cue each other with words like 'I need more space in my space bubble.' The students practice at the beginning of the year has allowing us not to take instructional time every time we get in line or move to a different part of the classroom. Students also learned how to keep themselves in control by being aware of their energy. They learned how to lower their energy level. This skill has been invaluable, especially with students that are diagnosed with ADHD. My class is able to get themselves ready to listen and focus with the cue, 'let's do the 4 Bs.' It is a movement-based kinesthetic cueing that really works for all students. They are taught to do self-talk and to tell themselves they can calm down. Self-talk is a skill that can help them throughout their lives. Another component to the movement therapy has been communication. Students are forced to communicate when they need to move somewhere or work together. I have seen my students communicate their feelings with each other much more since working with Rena." Rebecca Toetz, Second Grade Teacher

"I learned how to be in my own space bubble. I learned that people need their own space bubble. I learned that people don't feel safe when people are in their space bubble. If I am in a squishy situation I will move around." Aza

"I learned about the 4Bs. It really helped me because when I get into a fight with my mom I do the 4Bs, then I calm down. Then it is a lot easier to stop the fight. And we say sorry. Then we enjoy each other more." Brianna

"The Violence Prevention Program has provided wonderful suggestions to help make my classroom a community of learners. I will continue using these step-by-step procedures taught by Rena each year in my class and in my own life. The more strategies we can give students, the better we all will be. Children deserve a safe and nurturing school environment. This program is great model to support classroom teachers. I look forward to having a book in my class as a resource." Anne Schoenemann, Second Grade Teacher

"I learned about a secret place that helps me calm down and for feeling good. I lay down and relax my body and just think about a special place. 4 B's helps me calm down when I'm in a big fit with my mom or my dad." Rain

"I am a big fan of Rena Kornblum because I see what her direct instruction of social skills can do. The playful way that Rena presents some very serious subjects helps the students label feelings. Giving kids strategies to control their own behavior builds their self-esteem. The skills that Rena teaches are "life skills" that all people need for a bright and productive future." Peggy Moore

"Rena taught me to calm down and do the 4Bs. I do the 4Bs when my sister is mad at me. Rena taught me to self-talk. It helps me not get mad and annoyed. It keeps me from getting frustrated and I have a better day." Holly

"I learned about how to deal with bullies. I liked saying 'Oh, look at the time, I have to go.' I felt safe and happy because I could get away. I know I don't need to fight I can get away." Doug

"I have had the pleasure of working with Rena Kornblum this year as she helped my students learn to monitor their bodies and minds through movement therapy techniques. At first, I must admit I was skeptical, but after only a few sessions with some follow-up classroom techniques, I became convinced of the power of these tools. Students in the class have been very active and unable to focus. Using some simple yet powerful activities they can pull themselves together and settle down for activities in the classroom. A particularly useful one for me was the 4 Bs activity to BRAKE, BREATHE, BRAIN, BODY. Students themselves used this activity to help each other when noise or activity levels got too high. What's also amazing is watching them become calm as they go through the steps for activities in the movement classes. And, what's more, the students truly enjoyed participating." Linda C. Brown, Third Grade Teacher

"I learned about how to ignore people who are being pests. I liked the way I learned to ignore because we got to practice a lot. I will use my ignoring strategies to ignore the pests I see in my life. When I ignore I feel like nobody is there pestering me." Prin

"The curriculum included a number of movement activities to assist children in identifying and setting physical boundaries, using assertive behaviors to protect their space, developing alternative strategies to divert potentially dangerous situations, building awareness of tension in their bodies and of uncomfortable feelings when in potentially threatening situations and how to refocus in order to effectively respond to such situations.

Rena's 'Prevention Through Movement' provided developmentally appropriate and useful methods of dealing with potentially dangerous situations. The curriculum was extremely beneficial to my students." Joy L. Redmon, Second Grade Teacher

"I liked saying 'Hey look!' and walking away. I feel powerful. I will use this in 3rd grade." Rachelle

"Rena and Cathi introduced many strategies and methods to acquire and preserve a feeling of safety. Such strategies and methods included self-calming mechanisms, defensive behaviors in times of feeling threatened, ways to appropriately express oneself, physical responsibility for the safety of others, and positive acknowledgement of others.

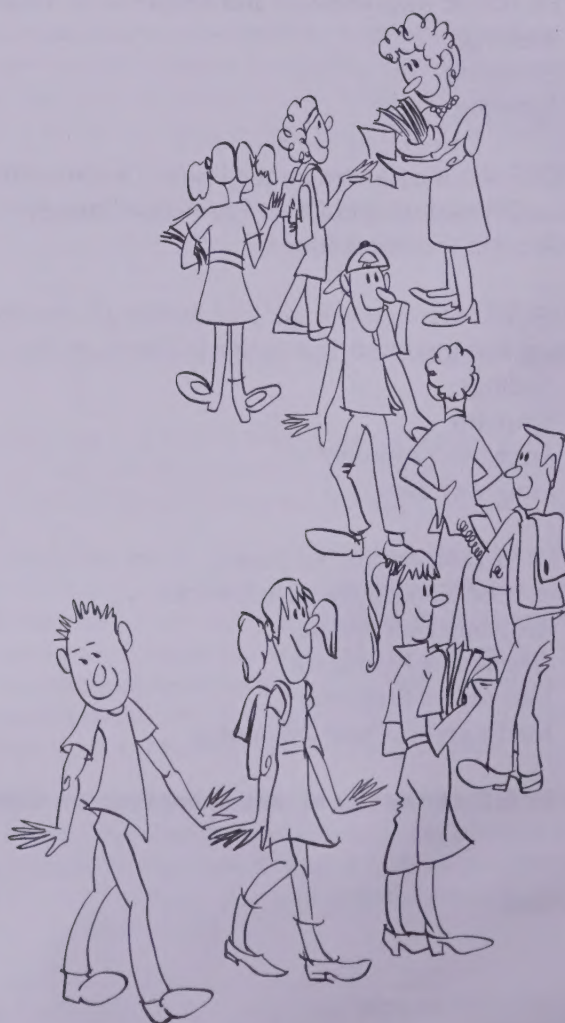
The whole-group sessions were a success for several reasons and I am personally thankful to Rena and to Cathi for their facilitation. As I participated in every session, I was able to witness the strategies and methods in practice. On several occasions, students who are normally active and unsettled were able to use cues learned in group to practice self-settling. Other students who were formerly not exposed to appropriate talk for social situations heard it, internalized it, and used it readily. Yet others learned ways to control impulse and physical aggression, verbalize instead, and then channel it to more safe ways of expression.

Although I was pleased with the whole group lessons as they helped many of my children, I was most pleased with my students' ability to transfer what they learned to different contexts. On a consistent basis, and far after our sessions have finished, my students use the phrases Rena and Cathi taught them for protective behavior, the physical body placement for feeling most safe, and the discussion and dialogue useful for problem-solving." Jason Procknow, Second Grade Teacher

"I learned how to say STOP in a way that people will listen to. Saying stop helps me tell people that they are annoying me. I learned to use 'I' sentences to communicate better. It has really helped me." Isabel

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Getting Started

Just as acts of violence require movement, so do acts of peace. This Activity Book presents a comprehensive movement curriculum designed to impact the targets and witnesses of aggression as well as the aggressors. It is part of a set. Its companion volume, the *Training Manual*, provides a description and rationale of both the movement and verbal skills necessary for violence prevention as well as teaching strategies to help trouble shoot potential problems. It is meant to help teachers utilize the activities presented in this book in a knowledgeable way.

This book contains everything needed to teach on a day to day basis. Movement activities are presented in a format that can be used by teachers, parents, social workers and dance/movement therapists as well as other therapists whether they have a movement background or not. Suggested props, effective sequencing of lessons, and discussion topics are provided as well as step by step directions for all movement activities. While this program was developed for elementary school children, I have included ways parents might utilize it at home (see parent notes at the end of many activities as well as parent letters that accompany each unit). Applications for professionals in other settings, including special education, psychiatric populations, family therapy, other grade levels, and parenting classes, are included in Chapter Nine of the *Training Manual*.

Chapters Two through Seven each contain several parts that best enable the group leader to teach the curriculum. First and foremost are the detailed activity descriptions themselves. Many of these activities are followed with a note to parents regarding adaptations for home use. Interspersed among the activities are illustrated handouts and worksheets that visually reinforce and supplement the main concepts of each unit. The worksheets provide something concrete for the children to take home and show their parents or to keep at school and use for reviewing what was taught. Some teachers make workbooks for each child using the worksheets and some of the handouts.

The key to success in a violence prevention program is the transfer of concepts learned in the prevention classes to everyday life. Developing new habits is always difficult. To motivate the children, a system of challenges has been set up to help teachers and children remember to practice key concepts. Charts for tallying points earned during the challenges are included in each chapter. These challenges usually coordinate with one of the illustrated handouts mentioned above.

Additionally each chapter ends with parent letters that go over the main points of each unit. I recommend you send one of the illustrated handouts home with each letter so the parents also have visual cues to help them understand the curriculum. Following the parent letters are a set of weekly lesson plans that can be followed directly or modified to fit the needs of your particular class.

Some of the units in this curriculum have a large number of activities, some of which are not needed by every class. A good example of this is in the Self-Control and Stress Management section of Chapter Three. There are several activities that work on self-settling. While all children are introduced to abdominal breathing and the activities that lead up to and include the 4 B's of Self-Control, not all classrooms will need the 4 C's or relaxation techniques. I usually save those for classes that have more difficulty staying calm for a period of time or do not respond as well to the 4 B's and need something to supplement or replace them. To assist you in modifying the lesson plans, each activity suggests the amount of time an activity should take, the ages it is appropriate for, the major issues dealt with, and the amount of space needed. This is followed by a note that indicates whether an activity is essential or could be eliminated if time is short. To further assist you in modifying the lesson plans, each chapter contains a cross-reference chart which outlines and categorizes different parameters of the activities so they can be compared at a glance.

Chapter Eight describes activities using movement props that can be incorporated into the curriculum. The *Training Manual* provides sources for these props as well as instructions for making them yourself. Chapter Nine of the *Training Manual* illustrates applications for professionals, including dance/movement therapists, other mental health professionals, and child care workers.

There are several additional resources to assist you in implementing this curriculum. To get you started, this chapter contains a chart listing the elements contained in a 45-minute class and a sample lesson plan as well as an initial parent letter introducing the program.

The Violence Prevention through Movement Checklist (found in the Appendices) allows you to assess group needs and measure progress. Teachers have found this checklist to be an invaluable tool, both for planning areas of the curriculum to cover first and to determine when to move on to another area. Because the checklist has clear goals and measures, it is also helpful for use in finding sources of funding and for research. I usually have teachers fill this out before I start working with their class so I can prioritize areas that need work. I then have the teachers fill it out after I finish working with their class to evaluate progress. A slash (/) in the second column means we worked on something and an X means that progress was made. Major issues usually do not completely go away, so an X does not imply that this area needs no more work, but rather that it has become less of an issue. The Goals indicate what needs to be worked on in the prevention class. The Outcome/Progress measures indicate behaviors that teachers and/or parents can see outside of movement class, new behaviors that have carried over into other environments.

The Violence Prevention through Movement Progress Chart (also found in the Appendices) was developed to make tracking activities covered with a class easier. It is included along with an example that tracks a six-week program. This example is included to give professionals an idea of how they might combine the teaching of different units if the number of sessions available is limited.

Starting the Violence Prevention Through Movement Curriculum

Generally, it takes about four weeks to complete a unit presuming weekly prevention classes are held for 45 minutes. You may be able to complete two units in six weeks. Some classes have greater behavioral issues, and it may take six or eight weeks to complete one unit in these classes.

Breakdown of the Elements in a 45-minute lesson:

TIME (minutes)	NOTES	ACTIVITY
5-10	Movement Warm Up: moving in various ways, in space bubble, moving and stopping together, or movement waves	This is always done in the first few sessions, then optional in subsequent sessions as time permits.
5-10	Discussion of Topic	Generated by asking the children questions and working important points into their responses as opposed to lecturing. Discussion time may be combined with movement experience time so that instructions, safety rules, and/or processing are interspersed with moving.
15-20	Main Movement Experience	See activities from the curriculum.
5-10	Discussion	Process and share experiences from the movement activity.
5-10	Stretch Cloth Activity or Relaxation	Use this as time permits, sometimes as a motivator or reward.

Sample First Lesson

TIME (minutes)	NOTES	ACTIVITY
10-15	Introductions & Discussion: Go over names (if outside facilitator) and introduce the curriculum.	Discuss nonviolence and protection. The facilitator's job is to teach children how to stay safe without hurting anyone else.
10-15	Movement Experience: Moving in large space bubble; moving in small space bubble.	Disperse discussion throughout movement experience (see activity description).
10-15	Movement Experience: Approach and Stop or Walking in a Line	Optional activity: If the class needs more cohesion or the Space Bubble activity has taken longer than anticipated, go straight to the stretch cloth activity. If you don't have a stretch cloth, then don't skip the Approach and Stop activity.
5-10	Stretch Cloth Activity: Depending on the impulse control of the group, I would start either seated, (pulling and maintaining balance) or standing in cloth (leaning and balancing). If you do not have stretch cloth, children love the statues in museum games (Chapter Three).	I like to introduce the stretch cloth in the first lesson because children love it so much that I can use it as an incentive later on. Always review safety rules before using the cloth (see Chapter Nine of the <i>Treatment Manual</i>).



Violence Prevention through Movement Curriculum

Letter of Introduction

Date: _____

Dear Parents and Caregivers,

Your child's class is participating in a program called Violence Prevention through Movement. It is a curriculum that uses creative movement activities and discussion to work on developing the skills necessary to make school a safe place—now and when your children are older.

The Violence Prevention through Movement Curriculum is divided into six main units:

Spatial Awareness: Children learn to protect their own space and respect other people's spatial needs.

Self-Control and Stress Management: Children learn how to recognize their excitement or agitation level. They learn strategies for calming themselves down and controlling their impulses.

Awareness of and Response to Dangerous Situations: Children learn to be aware of danger signals in their bodies. They also learn how to ignore provocation to avoid fights.

Pro-Active Interventions: Children learn strategies for dealing with conflict and aggression.

Managing Anger and Building Empathy: Children learn physical cues for recognizing feelings in others, how to express support for others (by showing empathy), positive problem-solving to get their needs met, and strategies for managing anger.

Additional Issues: Supplementary topics are covered as needed. They include prejudice, alienation, guns and other weapons, and/or media and cultural influences.

In response to the needs of our class, we may focus on a select number of units instead of covering the entire curriculum. You will be receiving additional letters that will explain the skills your child is learning as we work on each unit.

If you have any questions about this violence prevention program, please contact me.

Sincerely,

Spatial Awareness

Proximity to Others and Implications for Safety

This chapter includes three sections: developing an ability to maintain one's own space without intruding on others; increasing awareness of and respect for one's own and others' spatial needs; and learning appropriate social spacing for different situations. A summary of what is covered in each section follows.



Maintaining Space: Developing an Ability to Maintain One's Own Space without Intruding on Others

- › Learn the concept of space bubbles (small, medium, and large) as a way to discuss and visualize space.
- › Learn the different types of movement required in small, contained spaces versus larger areas.
- › Experience moving while maintaining different size space bubbles.
- › Learn positive strategies for controlling one's body to contain the impulses involved in spatial intrusion.
- › Apply these strategies in a variety of situations such as lining up, walking in the hallways, sitting together in a circle or cluster, recess, and free play.
- › Increase the ability to maintain a sense of personal space even in crowded situations.



Spatial Needs: Increasing Awareness of and Respect for One's Own and Others' Spatial Needs

- › Increase a sense of one's own preference or comfort level regarding personal space.
- › Gain awareness of the range of other people's spatial preferences.
- › Explore ways to respect these preferences while preserving one's own needs.
- › Learn that no one's space should be intruded upon without permission.
- › Experiment with ways to protect one's own space safely.



Appropriate Distancing: Learning Appropriate Social Distancing for Different Situations

- › With strangers
- › With authority figures such as teachers, principals, etc.
- › With friends and family

Spatial Awareness Activity and Handout List



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Maintaining Space: Activities for Developing the Ability to Maintain One's Own Space Without Intruding on Others

Purpose:

- › Teach children to be visually oriented in space.
- › Develop an awareness of one's own and others' space.
- › Develop an ability to move through varying spatial circumstances without intruding into another's space.
- › Understand and develop the ability to use movement strategies that are necessary for maintaining one's own spatial boundaries in different situations.
- › Gain a sense of connection to the ground and to one's self when sitting and walking.
- › Gain awareness of one's own spatial preferences.
- › Develop skills to request more space, politely if just feeling crowded and firmly if being touched or if a polite request is ignored.
- › Transfer the concepts about space to real life applications, such as walking in school hallways, lining up at various times during the school day, and sitting in clusters.

Discussion Topics:

- › Why is it important to be aware of your space and what is the role of spatial preferences in conflicts? How does spatial awareness relate to violence prevention?
- › How do you need to modify your movement to avoid getting too close or bumping into another child who is moving in a different direction, both while maintaining a large space bubble and as space becomes tighter and smaller?
- › Who likes moving in a small space and who prefers a large one? In the crowded space, did anyone like being right in the middle? How does your preference for big or little space transfer to your interactions with others?
- › What can you say or do if you feel someone is in your space?
- › What are tactics children can use in the classroom when they cannot choose the size of their space bubble?
- › Discuss the problems the children think they have in space and what their strategies are for solving them.
- › What do you need to do in order to stay in your own space?



Activity 1, Maintaining Space: Maintaining Space While Sitting

Overview: Children sit in a circle with just enough room between them for their hands to touch the floor without touching their neighbors' hands. They learn a rhyme with accompanying actions that defines the children's space and connects them to the floor and their own body while being in control. "Space on my left. Space on my right. Now we sit, nice and tight."

Time needed: 5 - 10 min.

Ages: K- 3rd or maybe 4th grade

Space needed: Small - enough room for everyone to sit in a circle with a small space bubble

Props: Sitting in a Circle Handout

Purpose:

- Increase awareness of self & others in space
- Increase self-control
- Improve body image

Discussion Topics:

- › What is a small space bubble, a medium space bubble, and a large space bubble?
- › How does it feel to be connected to ground (to feel the ground) and to be in control?

Activity Description:

- › Have the children sit in a circle and look around to see how much space is between each child.
- › Challenge the children to distribute themselves evenly around the circle. Choose a circle small enough so that everyone is fairly close to each other.
- › Allow this challenge to lead you into a discussion of the concept of space bubbles. Define a small space bubble as just enough room between children for their hands to touch the floor at their sides without touching their neighbor's hands. Have the children check to see if they each have at least that amount of space by putting their hands on the floor, close to their sides.
- › Define medium space bubbles as enough room to put one's hands on one's hips and not have elbows touching a neighbors' elbows, sometimes referred to as elbow-room.
- › Teach children the following rhyme, "Space on my left. Space on my right. Now we sit, nice and tight." (See accompanying handout on sitting in a circle.) While saying the rhyme, put your hands on the floor to your left side next to your body, then to your right side. Then fold your hands together, fingers inter-laced, on your lap, with your elbows resting against your sides. Use the image of a seat belt with the last movement.
- › Ask the children to do the movements with you while saying the rhyme. Ask them to feel their bodies connect to the floor when they connect their seat belt.
- › Next play with the tempo of the movements. Ask the children if they think they can do the sequence faster. Give them a count of three in the timing you want them to use. Speed it up a little, then a lot, and then end by doing it very slowly.
- › Discuss how it feels to be connected to the floor with their bodies in control. While the children may not be able to find words to answer this, it is an important question that relates to self-control. "What does it feel like in my body when I am calm, and what can I do to maintain that feeling?" For now, try to see if you can get the children to recognize that they feel the ground under them, and they feel their hands acting as a seatbelt of control keeping that connection to the ground.



SITTING IN A CIRCLE

Check out your space whenever you sit in a circle to read, listen, share, or learn.

Space to my Left. Space to my Right.



Here we sit, nice and tight.

Space to my Left. Space to my Right. Here we sit. Nice and tight.



Activity 2, Maintaining Space: Maintaining Space While Traveling

Overview: Children move around the room in a variety of ways while maintaining a space as large as their arms can reach. Then they move in a much smaller space without touching anyone.

Time needed: 10 – 15 min.	Ages: K-6th grade	5th and 6th grades if there are major space issues, but more complex movements and challenges will be needed to make it more interesting
Space needed: Large, such as a gymnasium or a classroom with desks pushed aside		
Props: A drum (or you can use your hands to clap a rhythm) Handouts - Space Bubbles Example or Space Bubbles Worksheet		
Purpose: Improve spatial awareness, impulse control, and body control		

Discussion Topics:

- › How do you need to modify your movement to avoid getting too close or bumping into another child who is moving in different directions?
- › As the space becomes tighter and smaller, what do you need to do to keep from touching anyone else? How does your movement change?
- › Do you like the small space or the large space? Did anyone like being right in the middle? How does your preference for big or little space transfer to your interactions with others?
- › Why is it important to be aware of your space? What is the role of spatial preferences in causing conflicts?

Activity Description:

- › Ask children to find a place in the room where they can spread out without touching anyone. This is defined as a large space bubble. Have them stretch out their arms in all directions to make sure they cannot touch their neighbors.
- › Now ask the children to notice where they are in relation to other children.
- › Instruct them to walk around the room maintaining their space bubble while you play a steady rhythm on the drum and then freeze when you stop with one loud beat. Discuss the idea of pausing or changing direction when needed to maintain their space. After walking forward, have them walk backward. Once they can do this while staying in their bubble, then allow slightly faster movement (skipping, galloping, be creative).
- › After two or three styles of movement, verbally process with the children. What did it feel like? Were there children who wanted to be closer to others than their space bubble allowed? Did anyone feel uncomfortable at any point?
- › Next use a small section of the room to move around in. Discuss strategies for moving in a crowded space (e.g., narrow body, slow down, more weaving, arms and legs close to the body, etc.)
- › Have the children move in the smaller space. Discuss. Who liked moving in the smaller space? Who liked the larger space? Why?
- › Repeat moving in the small space, having children focus on where they like to be in this small space (e.g., in the center, on the periphery, in and out).
- › Elaborate on the differences between the children's preferences. How could the differences cause a fight? (See the section on increasing awareness of spatial needs which follows this.)



Note to Parents: This activity can be done at home with the family. Learning to be aware of the spatial needs of family members is helpful in decreasing sibling and family aggression.

SPACE BUBBLES • Examples



Large Space

Definition: Space as large as arms can reach in all directions.

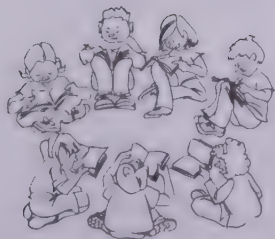
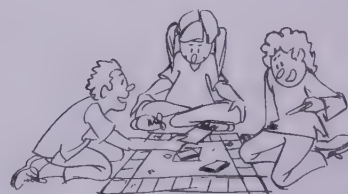
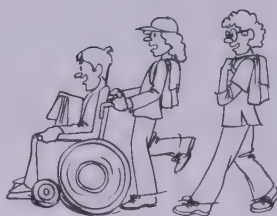
Examples: Use at recess and during gym.



Medium Space

Definition: Space that extends to the end of the elbows when your fingers are on your hips.

Examples: Use during class time, walking around the classroom, and eating lunch.



Small Space

Definition: Space right next to your body or one hand length away from your body.

Examples: Needed during rug time, when walking down the hall, or in crowded places.

SPACE BUBBLES • Worksheet



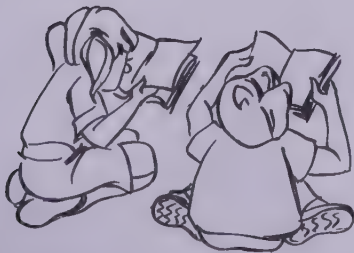
Think about your everyday life. List activities that happen outside of school, and match them with the space bubble needed for them.



Large Space Bubble: Space as large as arms can reach in all directions.



Medium Space Bubble: Space that extends to the end of the elbows when your fingers are on your hips.



Small Space Bubble: Space right next to your body or one hand length away from your body.



Activity 3, Maintaining Space: Moving Inside Our Space Bubbles

Overview: Each child makes up a gesture that takes place in a small space bubble. The class repeats the gesture and says the child's name. These can then be done in sequence. Next, children make up a gesture for a large space bubble. Again, the class repeats each gesture.

Time needed: 10 – 20 min. depending on size of group

Ages: K - Adult

Space needed: Small – Medium, enough to make a circle with everyone having a large space bubble

Purpose: Develop awareness of movement in different size space bubbles; increase attention span, turn-taking, and awareness of others

Not a necessary activity, but good for classes dealing with intrusion. Good as an introduction to learn names.

Discussion Topics:

- › What would movement look like if it were done in a small space bubble?
- › Discuss activities that happen in school and in the community that utilize different size bubbles.
- › Discuss the ramifications of using the wrong size space bubble for a task, i.e., carrying a full glass of water while doing large movements or trying to kick a ball using small movements.

Activity Description:

- › Have children sit in a circle with a small to medium amount of space between each person. Review the definition of small, medium, and large space bubbles.
- › Have everyone do the rhyme and action from Activity 1 to get settled.
- › Discuss what movements done in a small to medium space bubble would look like (close to the body, no further than elbow distance away).
- › Choose a child to begin, and have that child remain sitting while sharing a movement that takes place in a small to medium amount of space. Have the whole class repeat this movement while saying the child's name.
- › Continue around the circle, having each child take a turn to show a movement which is then repeated by the class. If time permits, you can have the group repeat all the gestures in sequence after each new person goes. If the class is very large or time is short, you can repeat the whole sequence just once, after everyone has made up a movement. Challenge the class to remember all of the movements until the end.
- › When everyone has had a turn to make up a small gesture, have the group slide back and make the circle big enough so everyone has a large space bubble around them.
- › Repeat the activity, but this time have the movements fill a large amount of space. (They can do this either sitting or standing, or both.) Sitting movements allow for more control. Standing allows more variety in the movements. In either case, have the children remain in place (no traveling). As the class repeats each movement, challenge them to do so in unison.
- › When the activity is done, return to the smaller circle and show the class the space bubble hand-out. Discuss activities that happen in school and in the community that utilize the different size bubbles. You can make a chart to help children picture more clearly how these concepts apply outside of movement class. Discuss the ramifications of using the wrong space bubble.
- › Discuss how using the wrong movement might intrude in someone else's space and how that might start a fight.



Activity 4, Maintaining Space: Moving into Crowded Spaces with Control

Overview: Children practice moving from a large space to a small space without bumping or touching anyone. They learn that when moving into a large space, they can move quickly; but, when moving into a small space, they need to slow down.

Time needed: 5 – 10 min.	Ages: PreK - 3rd or 4th grade	Space needed: Medium
Purpose: Increase spatial awareness, impulse control, awareness of others, and energy modulation		

Discussion Topics:

- › Discuss why the children get a longer time for coming back to the circle than for leaving it.
- › Discuss the different ways the children come back to the circle. Did anyone run? Did they all make it by the count of five? Was anyone crowded?
- › What could they do if they got back to the circle and there was no more room? What words could they use to request more space?
- › Discuss the difference between asking for more space politely, assertively, or rudely. When is it appropriate to forgo politeness and request space more assertively?

Activity Description:

- › Start by having the class sit in a circle. Observe whether or not they are evenly spaced, if each child has enough room, or if anyone needs to adjust their space or move to a new spot. Do the rhyme from Activity 1 to get everyone settled if needed.
- › Tell the class that when you say “go” they will have to the count of three to jump up, find a large space bubble, and freeze in an interesting shape.
- › Admire their frozen shapes; challenge them to remain frozen for a few seconds.
- › Then, tell them you are now going to count to five slowly while they return to a new spot in the small circle, evenly spaced out.
- › Before you begin to count, discuss why you are going to count slower and to a higher number. Try to elicit the idea that going into a smaller space means being more careful. They have to go slower so they do not crash into anyone.
- › Say “Go” and slowly count to five.
- › Discuss what happened as they came back to the circle. Did anyone run? Did they all make it by the count of five? Was anyone crowded? What could they do if they got to the circle last, and there was no space for them? Discuss using words to request more space. Decide whether or not the circle needs to be bigger in order to have room for everyone.
- › Discuss different ways of asking for more space—politely or assertively versus rudely. Ask students for polite examples, e.g., “Could you please move over?” or “I need more space, please.” Ask students for examples of when it is okay to forgo politeness, e.g., when someone is threatening you, literally on top of you, or doesn’t move when asked politely. Then it may be time to use a stronger voice and to speak more assertively, “I asked you to move, I need more space.” How is being assertive different from being rude?
- › Repeat this activity several times, asking the children to go to a different spot in the circle each time. This allows a continual honing of their visual assessment skills. It also requires the children to adjust their space to each other. If children are watching, they may not need to be asked to move over, they may be able to tell themselves.
- › If your class has difficulty with adjusting their space, intersperse this activity with other activities over several periods.



Activity 5, Maintaining Space: Control of Space When in a Crowd

Overview: Children explore how to maintain their space when sitting in a crowded area. Positioning and imagery are used to develop the self-control to keep them from invading another's space and to develop a sense of protective spacing, like a force field, which provides feelings of safety in close spatial settings.

Time needed: 10 – 20 min.

Ages: 1st grade - Adult, older than grade 4 needs the beginning adapted

Space needed: Small

Purpose: Increase spatial awareness, self-control, and body image; develop inner focus

I do not do this with all classes, but it helps those having trouble in close spaces to be comfortable and less intrusive.

Discussion Topics:

- › What are some examples in your life of being crowded? What does it feel like to be in a crowd? Are there any problems you encounter in a crowd?
- › Discuss what it feels like when the class sits in a crowd before and after the imagery exercise. Discuss when they might use this skill.

Activity Description:

- › Sit in a circle and check for spacing and grounding with the sitting rhyme.
- › Develop a list of crowded situations the class encounters—assemblies, sharing time, bus trips, etc. Discuss what it feels like and problems with being crowded.
- › Have the children experiment with different positions that allow their legs and arms to stay in a small space bubble. Each position must have a way for the arms to provide some control and a concrete place for the hands to be—clasping their legs, arms, or hands for example. This maintains the sense of a seatbelt from Activity 1 that reinforces the connection to the ground.
- › Have them experiment with switching from one position to another without leaving their own small space bubble.
- › Have a few of the children in the class get into a cluster, sitting in one of the positions from the last step. This small group should have classmates on all sides of them as they might in a crowded assembly. Discuss how it feels.
- › Ask the children to imagine that they have a force field surrounding them that defines and protects their personal space. It is so close that it almost touches their skin. Have them run their hands over the boundary of this field. With eyes closed have them picture this field and say to themselves, “I have a space bubble that gives me enough space for now.”
- › Challenge the whole class to make small clusters and try the above steps.
- › Allow the children to spread out momentarily, and then have them get into a cluster as a whole class and experiment with changing positions without touching anyone.
- › Discuss what it feels like to be sitting in a crowd as they are now. Can they maintain the image of the force field as well as keep the sense of being in control so they do not touch anyone? Discuss when they might use this skill.
- › (Optional) Once the class can imagine their space in a crowd, challenge them to keep their body still in this space while you count to ten or twenty. See if the class can sit still for increasing amounts of time with their “seatbelts” on. Over several days or weeks, you can work up to one to three minutes of being still.
- › Have the children share what the experience of holding still feels like.



Activity 6, Maintaining Space: Following the Leader in a Line

Overview: Children will explore the kind of space they need for walking in a line and practice what they need to do in order to stay in their own space.

Time needed: 10 – 30 min. depending on size of class

Ages: PreK – 4th grade

Space needed: Medium – Large, enough room to walk around

Props: Walking in a Line Handout

Purpose:

- Learn to maintain space while traveling close to others
- Increase impulse control and awareness of others

Good for classes that have trouble walking in line without intruding on others.

Discussion Topics:

- › What kind of space does one need for walking in a line?
- › What kind of space does one need while in your classroom?
- › What do you need to do in order to stay in your own space?

Activity Description:

- › Have 4 - 8 children line up front to back. (In a class of up to ten students, form one line with everyone.) The child in front is the line leader.
- › Instruct those in line to space themselves by having them put one hand against the front of their body, fingers pointing forward, and one hand against their back, fingers pointing backwards. Appropriate spacing leaves just enough space so no one's fingers touch their neighbors' fingers. (See Walking in a Line handout.)
- › Teach the following rhyme, "Space in front and space behind, buckle up to walk in line."
- › Review the ending movement from Activity 1 where the children clasp their hands against their stomach, while their elbows make contact with their hips. I call it the "seatbelt of control." It gives students something concrete to do with their hands.
- › Tell the line leader to lead the children about the room in any pathway s/he wants. Children are instructed to maintain spacing while traveling. After a short time, have the line stop and the leader go to the back of the line, thereby making a new line leader.
- › Challenge the class to maintain spacing with more lines of children. Add lines one or two at a time until all the children are in lines moving around the room in a variety of ways, varying speed and pathway through the room. Each time you have the lines stop, have the leaders go to the back of the line. Before the children start walking again, have them repeat the rhyme while checking their spacing and clasping their hands against their bodies. This gets to be a lot of fun, even with older students. Controlled silliness can encourage children to practice new skills.
- › Repeat this activity until almost everyone has had a turn to lead. Then combine the class into two longer lines and then into one line, consisting of the whole class.
- › Follow this activity with a discussion about any problems the class had in maintaining control while waiting and walking in line. Have them practice waiting for a minute in line. Allow them to brainstorm ideas for maintaining their space while waiting. Choose some of these ideas for the class to try. If they are waiting for more than one minute before they start walking, it is unrealistic to think that they will keep their hands clasped the whole time.



Activity 7, Maintaining Space: Lining Up

Overview: Students practice getting in line. They explore ways to get enough space in line without intruding on others.

Time needed: 5 – 15 min.	Ages: K – 4th grade	Space needed: Small - Medium
Props: Space Detectives Handout, Space Challenge Sheet		
Purpose: Increase spatial awareness, impulse control, and social skills; develop strategies for asking for more space		
This activity is only necessary for classes where maintaining space while in line is a problem.		

Discussion Topics:

- › What are the problems that arise during lining up? What is the difference between lining up in class versus lining up to come in for recess.
- › Explore what approaches are currently used with the class and what seems to work best.
- › Brainstorm options for asking others to stop invading space or cutting into line.

Activity Description:

- › Sit in a circle and discuss any problems that arise when lining up. Explore the differences between lining up in the classroom and lining up to come in from recess.
- › Experiment with different approaches for the class to line up from a sitting position. (Some teachers call students to line up by table, the color they're wearing, foods they like, the first letter of their name, who looks ready, etc. Some teachers have pieces of tape on the floor to indicate where to stand.) Experiment to see what approach works best.
- › Discuss which approach feels best to the students. Explore ways students can maintain control when lining up from gym, art, the cafeteria, etc.
- › Give your class a count of five to ten to move freely around the gym pretending they are at recess. Then tell them to line up. Watch what happens and use this as a jumping off point to discuss any problems.
- › Most classes have children that need to be taught how to ask for more space when standing in a line. Young children frequently do not realize that someone behind them cannot back up unless the rest of the line also moves back. Instruct students to look back as they ask for more room so they can see when others have moved.
- › Again, give the class a count of five to ten to move freely around the gym and then ask them to line up. This time select several students in the line and instruct them to request more space. Sometimes this needs to be practiced several times.
- › Discuss any other problems, such as someone in the line touching them or pushing in front of someone else. Brainstorm options such as telling them firmly to stop or moving to a new place in line. Remind the class of the solutions they came up with in the preceding activity for maintaining their space when waiting in line.
- › This is an appropriate time to challenge the class to be Space Detectives (show handout and challenge sheet).

Note: If lining up and standing in line are not issues for your class, but sitting in assembly or circle time and moving about the classroom are, give the space challenge earlier and skip the last two activities.

WALKING IN A LINE

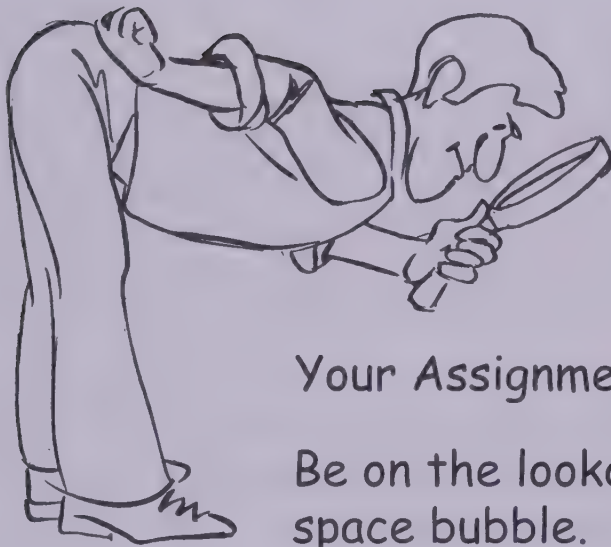


Line up and check your spacing. Put one hand in front of you, palm down and fingers pointing toward the person in front of you. Now put the other hand behind you, palm up. Make sure that neither hand touches anyone else. Now you're ready!

Space in front
and space behind,
Buckle up
to walk in line.



SPACE DETECTIVES



Your Assignment:

Be on the lookout for protecting your space bubble. Make sure everyone around you has enough space.

Don't be a space invader.

YOUR ACTIONS:

- Make sure everyone has enough space.
- Adjust your space when needed.
- Use words to request more space.
- Avoid pushing or shoving.
- Respect people's space needs.

"Violence Prevention Through Movement"
SPACE CHALLENGE
 Teacher Tally Sheet



Teacher's Name: _____ Date: _____

Prevention Instructor: _____

Challenge: The entire class will become "Space Detectives" and be on the lookout for people doing a good job with space. Whenever children space themselves correctly, use words to request more space, avoid pushing or shoving, or quickly adjust their space when prompted, the whole class will receive a point.

Goal: _____ points in a two-week period will result in a reward.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Spatial Needs: Activities for Increasing Awareness of and Respect for One's Own and Others' Spatial Needs

Purpose:

- › Become more aware of their spatial preferences and how these may differ in various circumstances.
- › Become aware of their “Uh oh” feelings (discomfort) when people get too close.
- › Learn that people have different spatial preferences.
- › Learn to respect these differences while taking care of one's own needs.

Discussion Topics:

- › Who likes moving in a small space and who prefers a large one? How does your preference for big or little space transfer to your interactions with others?
- › Why is it important to be aware of your space? What is the role of spatial preferences in conflicts? How does spatial awareness relate to violence prevention?
- › How do you feel when someone approaches you? Do you feel uncomfortable? Note where you feel uncomfortable in your body as someone gets too close (e.g., tension in stomach, hands, eyes). Do you feel happy or excited? Where do you feel the excitement in your body?
- › Did anyone get stopped at a distance they did not like, too far or too close to their partner?
- › What made it difficult to say “stop” before an approaching person got too close?
- › What can you say and do if you feel uncomfortable? What can you say or do if you feel someone is in your space?
- › Discuss how these spatial preferences relate to the classroom and playground.
- › What are tactics children can use when they're in the classroom and cannot choose the size of their space bubble (e.g., they may need to move next to someone who doesn't invade their space or learn to ignore spatial intrusion in certain circumstances).
- › Discuss problems the children are having with space and possible strategies for solving them.

Activity 8, Spatial Needs: Approach and Stop

Overview: Children approach each other in a variety of ways and take turns stopping each other at a distance that feels safe or comfortable. Discussions will center on an exploration of spatial preference.

Time needed: 15 – 30 min. depending on number of approaches used

Ages: K – Adult

Space needed: Medium unless you have a pair at a time do it; use diagonal of room to give more space

Purpose: Increase awareness of early warning signs and awareness of differences in people's spatial needs; respect for those differences; body awareness; awareness of feelings

Discussion Topics:

- › How do you feel when someone approaches you? Do you feel uncomfortable? Note where you feel uncomfortable in your body when someone gets too close (e.g., tension in your stomach, hands, eyes). Do you feel happy or excited? Where do you feel the excitement in your body?
- › Discuss any difficulty the children had in saying "stop" before they got too uncomfortable.
- › What can you say and do if you feel uncomfortable? What can you say or do if you feel someone is in your space?
- › Did you get stopped at a distance you did not like, e.g., too far away or too close to your partner?
- › Discuss how these spatial preferences relate back to the classroom and playground.
- › Talk about tactics children can use when they're in the classroom and cannot choose the size of their space bubble (e.g., needing to move next to someone who doesn't invade their space or learning to ignore spatial intrusion in certain circumstances).
- › Discuss the problems the children think they have in space and what their strategies are for solving them.

Activity Description:

- › Divide the class in half and create two lines of children who face each other on opposite sides of the room. In very large classes, form two manageable groups to participate and have the remaining children act as observers. Then rotate roles.
- › One line is designated as the "movers." The other line is designated as the "bosses."
- › Students are told that when the facilitator says "Go" the movers are to walk in a straight line toward their partners (the bosses). First the bosses are instructed to tell their partner to stop at the point when they feel that, if the movers come any closer, the bosses would be uncomfortable. Emphasize that this is not a game; you really want them to pay attention to signals in their body that say "close enough." The movers are instructed to stop when their partner tells them to, even if they want to move closer.
- › After giving the instructions, say "Go" to start the movers walking. When all of the movers have been stopped, ask the children to observe the various distances between the movers and bosses. Discuss the differences.
- › Ask the bosses how they knew when to stop their partner. What cues did they get in their body that gave them that signal? This can be used to introduce the concept of early warning signs in the body that warn us of danger.
- › If students do not stop their partners until they are very close, it is time for instruction, not just discussion. Students must be taught to recognize that everyone has a space bubble, even if they

don't feel cues in their body that tell them so. At this point it may be good to help them recognize one arm length from the body as the closest they should come if approaching face on.

- › With all the talk about space bubbles, make sure you also discuss when people might share a space bubble, e.g., snuggling with a parent or playing with a best friend. Sharing space bubbles is okay if both people want to do so. Point out that no one should be forced to share a space bubble, and that includes when relatives want to kiss you and you do not want them to.
- › Repeat this activity several times. Each time vary partners. (Have a child at one end of the movers' line go to the other end of the line then have everyone else in that line move over.)
- › Vary the speed of the approach (walking slowly, skipping, or running) as well as the mood or the intent of the "movers" (friendly, sad, or hostile). After each repetition, discuss the individual boss's choices and how each boss's choice either stayed the same or changed when the "movers" approached in a different manner. Running and hostility usually create the biggest changes in response.
- › After several repetitions, switch the "movers" and "bosses."
- › Verbal processing at the conclusion of the activity could include discussing how the children felt during the activity, how spatial preferences varied from person to person, how different spatial preferences could cause a conflict, and how the children could resolve the conflict.
- › Discuss whether or not differences in spatial preferences have to do with cultural norms for proximity, family norms, relationship to the person approaching them, etc.
- › Discuss the importance of increasing this distance in potentially hostile situations (e.g., when someone is angry or when the approaching person is a stranger).



Note to Parents: This activity can easily be done at home. Learning the different preferences of family members is part of learning respect. If a family member is unable to interpret feelings accurately or to express nonverbal cues that differentiate friendly, hostile, tired, or playful moods, conflicts due to misinterpretation will occur. This indicates an area that needs work and is introduced in Chapter Six, Managing Anger and Building Empathy.

Activity 9, Spatial Needs: Preferences in Space

Overview: This activity has the same basic movement component as Activity 2, Maintaining Space: Maintaining Space While Traveling. It is the discussion afterwards that relates to this theme.

Time needed: 10 – 20 min.	Ages: K - 6th grade	5th & 6th grades will need challenges to make it more interesting.
Space needed: Medium - Large		
Props: Drum (although you can clap your hands to give a rhythm)		
Purpose: Increase awareness and respect of differences in spatial preferences; body and impulse control; social skills		
I frequently combine this activity with Activity 2, Maintaining Space.		

Discussion Topics:

- › Discuss the difference in spatial preference among the students. Who likes to sit close in the circle and who likes more space?
- › Discuss how these differences in preferences could cause tension or even violence.
- › Brainstorm solutions on how everyone in the class could have their spatial needs met at least some of the time.

Activity Description:

- › Refer to Activity 2, Maintaining Space for a more detailed description.
- › Have the children move through the room to the beat of the drum maintaining a large space bubble the entire time. Allow them to move in a variety of ways once they can walk forward and backward while successfully keeping their space.
- › Designate a fairly small space (one small enough to be a challenge to walk through without touching anyone). Play the drum as the students attempt to walk through this space while maintaining a small space bubble. Do this a few times. Ask the students to try being in the middle of the space, moving through the space from one side to another, and staying on the edge of the space where students have no one on one side of them.
- › Come together and discuss space preferences. Have students raise their hands to indicate whether they liked to stay on the edge, the middle, or move throughout.
- › Ask students to show how close or far they would like to be from each other while sitting in a circle. While this may vary depending on who the neighbor is, in general, many children have preferences. Some like to be touching someone, and some like room around them. Discuss how these preferences could cause tension or even violence. Try to help the children understand how a person who needs space around them could be seated next to someone who likes to be touching others. The person who needs space may become quite agitated when the neighbor who prefers touch keeps getting too close for comfort.
- › Ask the class to come up with some solutions to this problem. Many children do not have a choice as to where they sit during class circle time. Is it okay to move to the other side of the circle? Teachers need to be sensitive to how much stress children can feel when their space is being invaded, even if they are not being touched. How can everyone get their needs met and respect each other?

Some potential solutions:

- Make the circle big enough so children can sit further away or closer to their neighbors.
- Allow children to choose whom they sit next to as long as they do not disrupt the class.
- Allow children who need touching or closeness to hold something, such as a stuffed animal, to give them something tactile to have contact with.
- Establish rules which allow children to ask for more space politely and to receive that space.
- Review with students the idea of a force field which allows them to maintain their sense of personal space, even in a crowded situation (See Activity 5, Maintaining Space).



Appropriate Distancing: Activities for Learning Appropriate Social Spacing for Different Situations

Purpose:

- › Teach children common distances used for friendly dialogue.
- › Learn when to share space bubbles and when not to.
- › Teach children safe distances to stop someone when they do not appear to be friendly.
- › Learn that different approaches allow for different spacing.
- › Learn that different circumstances require different spacing.
- › Learn to recognize the distance of one full arm length away, a common distance for standing face to face with another individual.

Discussion Topics:

- › Discuss cultural norms for proximity and how these vary in different cultures and in different relationships (close friends, family, teachers, principal, etc.).
- › Discuss the importance of increasing distance in potentially hostile situations (e.g., when someone is angry or when the approaching person is a stranger). For safety's sake, children are taught to keep someone at least two arm lengths away, preferably more when the approaching person seems threatening. The extra distance allows more space and time for carrying out an intervention to avoid danger or violence.



Activity 10, Appropriate Distancing: Social Distancing

Overview: Cultural norms for proximity (personal space) will be presented. How these norms vary in different cultures and different relationships (close friends, family, teachers, principal, strangers, etc.) will be discussed. Children practice recognizing and stopping themselves and others at the distance of one arm length away, which is a good distance for most face-to-face interactions.

Time Needed: 10 - 15 min.

Ages: K – Adult (the older the people, the more discussion about cultural differences can take place)

Space needed: Medium - Large (small on the diagonal could be used)

Purpose: Increase awareness and respect of differences in cultural spatial preferences; awareness of acceptable distances for different types of social interaction

Good for groups with intrusion issues. Helps groups accept differences in others.

Discussion Topics:

- › Discuss cultural norms for proximity and how these vary in different cultures and in different relationships (close friends, family, teachers, principals, etc.).
- › Discuss how the distance of approximately one arm length (a little more or a little less) feels.
- › Discuss when it is important to maintain this distance, when to keep your own space, and when it is okay to get closer and share space, as when snuggling and playing with friends.
- › Discuss the importance of sharing space only when it feels okay to everyone involved. Discuss the idea of a safety code to let friends and family know when you really do not want to be touched.

Activity Description:

- › Discuss cultural norms for proximity and how these vary in different cultures and relationships (close friends, family, teachers, principal, etc.).
- › A distance of about one arm length will be demonstrated as a common distance people stand from each other in many cultures for friendly conversation. This distance can vary from a little less than an arm (up to the forearm with the arm extended) to a little more than an arm's length (about an arm and a half) depending on cultural and personal preferences. Standing closer than the elbow means you are in someone's small space bubble, which is too close for comfort for most general conversation. If you are further than two arm lengths away, you are too far for a one-on-one discussion. Discuss this range with the children. Point out that if they approach a person outside the movement class, and that person backs away from them, that is a cue they are getting too close for that person's comfort.
- › The instructor approaches someone and asks the class as a group to say when s/he is within the friendly conversation range (about one arm length away).
- › Divide the class and put them in two lines on opposite sides of the room as in Activity 8, Spatial Needs: Approach and Stop.
- › Have the bosses stop the movers at the "friendly" distance, anywhere in the range described in the first step.
- › Have all the children practice this several times.

- › Now have the movers approach the boss line, except this time the movers are their own bosses, trying to stop themselves at about one arm length away. Compare differences among classmates that fall within the range described above.
- › Again, have all the children practice this several times.
- › Discuss how this distance felt to the children.
- › Have a few children walk closer and closer to each other, first face-to-face and then approaching from the side. Approaching from the side allows for closer contact, such as snuggling and whispering in someone's ear.
- › Discuss when it is important to maintain the one arm length distance and when it is okay to get closer and to share space, as when snuggling and playing with good friends.
- › Discuss, or reiterate, that it is not okay to share space bubbles unless both parties feel it is okay. Ask the children if they ever get tickled when they do not want to be. How do they stop it? Introduce the idea of a safety code that gets established before play begins. A phrase such as "code red" (red for stop) could indicate that a child wants tickling, roughhousing, or even snuggling to stop when s/he can't use a serious voice. Discuss how to introduce the idea of this code to friends and family. Offer to include it in a letter home to parents to help them explain the idea.



Note to Parents: Using appropriate social distancing positively affects how others view you. You can practice this at home. You can watch other people when you are out shopping or at the park to see what distances people tend to use for different types of interactions.

Talk to your child about situations in which they like sharing space and those in which they do not. If you allow your child to think and share with you, this discussion could give you hints about any unsafe touch or play that is going on. Reinforcing the idea that your child does not have to allow someone into his/her space bubble (unless it's the doctor) is one way to help protect him/her from sexual abuse. Allow him/her to refuse politely when a relative, or even you as a parent wants to kiss, hug, roughhouse or tickle when s/he does not want the contact. And insist that your child respect other peoples' space requests.

Establish a safety code word. It can be anything your family agrees upon. Make sure everyone in the family uses it and understands that it is not something to play around with. When a person uses it, it means they are serious about wanting the contact to stop. Do not allow them to use it to trick someone.



Activity 11, Appropriate Distancing: Safe Distancing

Overview: Children work on recognizing safe distances for strangers and hostile interactions.

Time needed: 10 – 15 min.

Ages: K – 6th grade

Space needed: Medium

Props: Parent Letter and Space Bubble Handout

Purpose: Increase spatial awareness; develop awareness of zone of safety and safety rules for dealing with strangers

Discussion Topics:

- › Discuss the importance of increasing the distance you stop someone in a potentially hostile situation.
- › Discuss how the different approaches and distances feel on a physical and emotional level. Did anyone have problems sensing the correct spacing? Did anyone feel uncomfortable with the two distances? If so, in what way?
- › Discuss the importance of increasing this distance in potentially hostile situations (e.g., when someone is angry or when the approaching person is a stranger).
- › Brainstorm what to do if an adult stranger approaches them for help. Make sure you elaborate on the difference between needing to approach a stranger if they are in trouble versus a strange adult approaching them.

Activity Description:

- › Discuss the importance of increasing the distance you stop someone in a potentially hostile situation (e.g., someone is angry). For safety's sake, children are taught to keep someone at least three arm lengths away when the approaching person seems threatening. The extra distance allows more space and time to carry out an intervention to avoid danger or violence. A distance of three arm lengths will be demonstrated as a good space to try many interventions for redirecting hostile people.
- › Again, make a movers and bosses line. This time have the movers approach the bosses as if they are hostile.
- › Have the bosses try to estimate the larger "safe" distance and stop the movers there.
- › After all the children practice this several times, direct the movers to be friendly sometimes and hostile sometimes. The bosses need to interpret their partner's nonverbal behavior and stop them at the appropriate distance. Make sure everyone takes a turn at each role.
- › Discuss how these two different approaches and distances feel on a physical and emotional level. Did anyone have problems sensing the correct spacing? Did anyone feel uncomfortable with the two distances? If so, in what way?
- › Talk about the difference between someone approaching in a hostile way versus a friendly stranger approaching when there is no parent or caretaker present. Emphasize the idea that many strangers are safe people, but there is no way of knowing who is safe.
- › Practice recognizing the distance of ten to twenty feet as a safe distance to keep between themselves and approaching strangers. Approach the child, and have the child back up to keep that distance. This is different than standing there and saying "stop" in that it requires the child to move in order to maintain the space.
- › Brainstorm what to do if an adult stranger approached them, asking them to help find the stranger's puppy or to give a message or papers to their parents. Adults should not ask children whom they do not know to help them. They should find other adults. Children should back away, go into their house, get help, etc., if the stranger does not pick up on their non-verbal message. Again, reiterate that it does not necessarily mean the stranger is bad. The adult may not be knowledgeable about social spacing or non-verbal cues.
- › Elaborate on the difference between needing to approach a stranger if they are in trouble versus a strange adult approaching them. If they are lost or being harassed by someone, the safest strangers to approach are storekeepers, adults in uniform (such as police or postal workers), and woman with children.



Violence Prevention through Movement Spatial Awareness Unit

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been working on the Spatial Awareness unit. Since all physical violence involves an intrusion into someone else's space, learning to protect one's own space, as well as learning to respect other people's space, creates the foundation for all prevention work.

In the curriculum, we refer to the space around a person as a "space bubble." Space bubbles vary in size depending on the activity, the situation, and personal preferences. A small space bubble, the area right around our body, is necessary in a crowded place, like sitting in a circle to hear a story. Some children like to call this personal space their "force field." We have practiced adjusting body positions to give every child enough space without having this force field invaded. Moving in smaller spaces necessitates moving slower and keeping one's body pulled in and controlled. In comparison, walking around the classroom requires a medium space bubble in which quicker, freer movements are possible. And recess allows for large space bubbles, which accommodate running, playing, and full range movements. (See accompanying handout on space bubbles.)

Some people naturally prefer a larger amount of space around them than others do. We have demonstrated this difference through activities and discussed how this can cause fights. If a child who prefers to have a very small space is sitting next to a child who prefers to have a large space, a conflict could occur. We have practiced using friendly words to request more space and encouraged the children to respect these requests. Sometimes using the image of a force field can help a child who likes a large space bubble to feel safe when in a small space or a crowd.

We have discussed the need for separate space bubbles during schoolwork and the ability to share space bubbles during snuggle time or when playing with a friend. Children should desire a sharing of their space, and have the right to protect their space bubble. This means a child should be able to say "no" to tickling or touching, even while playing. Both grown-ups and children need to respect this boundary.

We have also practiced recognizing a safe distance that children should keep between themselves and a stranger. Typically 12-15 feet, or three lunging adult-size steps, is an appropriate distance. We call this the "zone of safety." Maintaining a safe distance allows children time to get away if someone threatens or tries to make physical contact with them.

Our class is now practicing being "Space Detectives" (and not space invaders). The children accepted a challenge to make sure that everyone has enough space by adjusting their individual space when needed, using words to request more space, showing respect for each other's space needs, and avoiding either pushing or shoving. Changing behaviors and developing new habits takes practice and time.

Please help your children at home:

- Reinforce the vocabulary and appropriate use of space bubbles at home and in the community. The terms, "my space" and "your space" can also be used to help decrease spatial intrusion.
- Teach your child they have the right to protect themselves.
- Give them permission to say "no" to hugs, kisses, or other touching when they do not want physical contact, even from family members including you. This gives them permission to say "no" to the urgings of unsafe adults in the future.
- Discuss the concept of the zone of safety and practice recognizing that distance.

If you have any questions or comments, feel free to contact me.

Sincerely,

Violence Prevention Through Movement Curriculum

Spatial Awareness Unit / Lesson Plan

LESSON ONE – *Personal Safety Zone through Space*

TIME	ACTIVITY	NOTES
10	Maintaining space while sitting: establish small bubbles, teach rhyme, do in different tempos.	Introduce self and curriculum. Teach concept of small, medium, and large space bubbles.
10-15	Traveling with large space bubble. Explore ways to move maintaining a large space bubble.	Start with regular walking, then add walking backwards, sideways, changing speed, etc.
5-10	Traveling and moving in a small space while maintaining a small space bubble.	Discuss differences, including: moving slower, body parts closer in, more careful, etc.
5-10	Briefly discuss the connection between the use of space and violence. Handout: Sitting in a Circle	Discuss: spatial intrusion creates tension, crashing can hurt yourself or other people and start fights.
5-10	Introduce stretch cloth if there is time.	Go over safety rules (See Chapter Eight - Using Props)

LESSON TWO – *Adjusting to Spatial Needs of the Group*

TIME	ACTIVITY	NOTES
15-20	Moving inside our space bubbles: gestures for everyone to repeat inside small and large bubbles.	Decide whether to repeat sequence as each person adds to it or after everyone has done their move.
5-10	Moving into crowded space with control. Handout: Space Bubbles	Discuss strategies for adjusting space and how to maintain having your own space in close quarters.
10-15	Personal space imagery and control in a crowd.	Don't spend too long on this for the first day.
5-10	Stretch cloth activity.	As time allows.

LESSON THREE – *Lining Up and Walking in a Line*

TIME	ACTIVITY	NOTES
5-10	Review space bubbles: sitting and traveling while maintaining large bubble.	Practice accommodating each other and moving into small space after traveling.
20	Follow the Leader in a Line activity.	End activity by actually practicing lining up to leave the room. Talk about seatbelt of control.
10	Give out Space Challenge.	Give out handouts for Walking in a Line, Space Detectives, and present Space Challenge Sheet.
5-10	Lining Up and standing in a line.	End in line ready to walk out door.

LESSON FOUR – Review

TIME	ACTIVITY
10	Warm up by moving in various ways in large space bubbles.
15	Practice coming back to small space. Continue dealing with personal space imagery and control in a crowd from Lesson Two. Encourage stillness.
5-10	Review Walking in a Line and Lining Up.
5	Discuss Space Challenge.
5-10	Introduce idea of appropriate spacing for talking to someone. Have the children stop you at the best distance as you approach.

LESSON FIVE – Spatial Differences and Safe Distancing

TIME	ACTIVITY	NOTES
5	Check in: Do they get reward for the Space Challenge? If they have been successful, have them try again for the next week with less prompting.	Have either small prize or plan longer stretch cloth activity (fishies or space ship for example).
20	Approach and Stop and Preferences in Space activities.	Discuss how spatial needs differed depending upon who approached and how they approached.
15	Stretch cloth activity (if they meet Challenge).	

LESSON SIX – Safe Distancing

TIME	ACTIVITY	NOTES
10	Warm up by moving in various ways in large space bubbles.	
5	Discuss Challenge – Were they space detectives without as much prompting?	Give same Challenge without teacher cues.
20-30	Social Distancing and Safe Distancing: discuss zone of safety. Practice a few times. Discuss distances you stand when talking with someone versus playing with a friend. Practice moving away from stranger to keep zone of safety. Practice talking to adult, or face-to-face contact versus playing and sharing space bubbles.	Distinguish one arm length away (used in social situations) and 2-3 grown-up strides away (safe distance from strangers). Send home Spatial Awareness letter with Space Bubble handout.
10-15	Introduce self-settling activity or do stretch cloth activity for reward.	

Spatial Awareness Unit / Cross-Reference Chart

ACTIVITY	pg. #	Grade Level	Space	People	Time	Issues
SPATIAL AWARENESS		P=Preschool K=Kindergarten 1-12=Grade A=Adult	S=Small M=Medium L=Large	P=Partner S=Small Group C=Class Group	Minutes	SA=Spatial Awareness TT=Turn Taking IC=Impulse Control BI=Body Image AS=Attention Span SS=Social Skills
Maintaining Space while Sitting	9	P - 3/4	S, M, L	S, C	5-10	SA, IC, BI
Maintaining Space while Traveling	11	K - 6	L	S, C	10-15	SA, IC, BI
Moving Inside Our Space Bubbles	14	K - A	S, M, L	S, C	10-20	SA, TT, AS
Move into Crowded Spaces w/Control	15	P - 3/4	M, L	C	5-10	SA, IC
Maintaining Sense of Space in Crowd	16	1 - A	S, M, L	C	10-20	SA, IC, BI
Following the Leader in a Line	17	P - 4	M, L	S, C	10-30	SA, IC, TT
Lining Up	18	K - 4	S, M, L	S, C	5-15	SA, IC, SS
Approach and Stop	23	K - A	S(diag), M, L	S, C	15-30	SA, IC, SS, TT
Preferences in Space	24	K - 4	M, L	S, C	10-20	SA, SS
Social Distancing	27	K - A	S(diag), M, L	S, C	10-15	SA, SS
Safe Distancing	28	K - 6	S(diag), M, L	S, C	10-15	SA, SS, BI

ACTIVITY	pg. #	Modality	Type of Mvmt	Energy	Teaching Method	Props
SPATIAL AWARENESS		C=Classroom F=Family T=Therapy	G= Gestural FBP=Full Body in Place T=Traveling	I=Low M=Medium H=High	M = Mvmt W=Worksheet H=Handout	SC=Stretch Cloth SS=Stretch Sack S=Scarves M=Music P=Percussion
Maintaining Space while Sitting	9	C, T	FBP	L, M	M, D, H	
Maintaining Space while Traveling	11	C, F, T	T	M, H	M, D, H	P
Moving Inside Our Space Bubbles	14	C, F, T	G	L, M	M, W	
Move into Crowded Spaces w/Control	15	C, F, T	T	M, L	M, D	
Maintaining Sense of Space in Crowd	16	C, F, T	FBP	L	M, D	
Following the Leader in a Line	17	C	T	M, H	M, H, C	
Lining Up	18	C	T	M	M, D	
Approach and Stop	23	C, F, T	T	L, M	M, D, W	
Preferences in Space	24	C, F, T	T	M	M, D	
Social Distancing	27	C, F, T	T	L	M, D	
Safe Distancing	28	C, F, T	T	L, M	M, D, W	

Self-Control & Stress Management

Modulation of Energy—How to Stay Alert and Calm

The activities in this chapter address three primary areas. Children develop an awareness of their energy and excitement level. They learn how to modulate that level to meet the needs of different situations. And they learn and practice the skills necessary to sustain or maintain a calm, alert energy level, increasing impulse control and attention span. Because these areas are so inter-dependent, this chapter is not divided into separate sections. The purpose and discussion topics of each activity will be described before each activity description. A summary of the chapter follows.



Energy Modulation: Learning How to Stay Calm and Alert

- › Gain more general body awareness.
- › Develop more awareness of energy and excitement level.
- › Learn the difference between being excited in-control and being excited out-of-control.
- › Learn to recognize the early body signals of excitement, excited, or agitation.
- › Learn the body sensations of feeling calm.
- › Distinguish between calm energy and no energy in movement and feelings.
- › Learn what energy level is needed in different situations.
- › Learn specific techniques for calming down such as the 4 B's, abdominal breathing, and relaxation.
- › Practice switching from one energy level to another.
- › Practice energizing techniques for use when sluggish.
- › Practice using self-talk to sustain calm, alert energy.
- › Gain mastery over focusing techniques such as the 4 C's to aid attention and concentration.
- › Practice sustaining calm, alert energy while moving.

Self-Control and Stress Management Activity and Handout List



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Energy Modulation: Learning How to Stay Calm and Alert

Purpose:

- › Increase impulse control, body awareness, attention span, motor planning, and following directions
- › Learn to differentiate between tension and release
- › Learn what self-control feels like in the body
- › Differentiate between high energy that is in-control versus high energy that is out-of-control
- › Learn the need for and how to do abdominal breathing
- › Differentiate between calm energy and no energy
- › Improve energy modulation skills
- › Increase awareness of body sensations related to getting excited and being calm
- › Learn specific calming techniques such as the 4 B's, the 4 C's, and relaxation
- › Learn about the power of self-talk
- › Increase the ability to resist temptation
- › Increase connection to the group
- › Maintain feeling of calm alertness over longer periods of time

Discussion Topics:

- › What are the different body sensations related to tense vs. relaxed or frozen vs. melted?
- › What does it feel like in your body when you are in control of your movement, your body?
- › How is it different from being out of control? How can you tell when you are in control vs. out of control?
- › What are the characteristics of high energy in control?
- › Discuss the effects and purposes of abdominal breathing.
- › What is the difference between calm energy and no energy?
- › How do people change their energy level and when might they want to do so?
- › How do you remind yourself to stop and breath when you are not in prevention class? What body cues act as a reminder?
- › Discuss the importance of self-talk in affecting mood and behavior.
- › What thoughts and sensations did you have during relaxation or while doing the 4 C's.
- › What does developing attention and connection to the ground have to do with violence prevention and resisting temptation?
- › How does stress affect your body? What can you do to relieve that stress?



Activity 1, Energy Modulation: Statues: Holding Shapes

Overview: Children practice making shapes to represent statues in a museum. The shapes change at the teacher's request, as if the teacher is now in a new room in the museum. The children practice holding these shapes for longer and longer periods, up to one minute.

Time needed: 10 - 15 min.

Ages: PreK - 3rd or 4th grade

Space needed: Medium - Large

Purpose:

- Increase impulse control, body awareness, attention span, motor planning, and following directions
- To learn the difference between tension and release

Discussion Topics:

- › This activity is usually done without much discussion. Its focus is developing body awareness and control. If you want to add a discussion piece, you can ask what it feels like to maintain the frozen position.

Activity Description:

- › Seat the children in a circle. Tell them they have a slow count of three to find a large space and make an interesting shape they can hold perfectly still. At the word "go," close your eyes and count. Each child should be in a shape without any movement by the time you reach three and open your eyes. Compare their shapes to statues in a museum.
- › Admire some of the statues, verbally describing what you see. (As the children continue to make more statues, you have the option of giving these statues themes related to feelings and prevention, e.g., a friendly statue, a brave one, a scared one.)
- › Close your eyes and give the children another count of three to make a new shape. When you open your eyes, it is as if you are in a new room of the museum. (The children have to make a new shape without traveling.) Talk about how firm and stiff statues are.
- › Challenge the children to make a statue they can hold still for a while. See if they can hold their statue while you count to twenty. Next time count to thirty. Build up to one minute of stillness, but not during a single lesson. "Museum" is a favorite activity for young children, so you can repeat it several times.
- › Option: Sometimes have the children change shapes in place to the count of three, and sometimes have the children travel for a count of ten and then freeze. When the children are holding positions for an extended period of time, they may need to move in between times.

Activity 2, Energy Modulation: Statues: Freezing and Melting

Overview: The children make statues for an imaginary museum. The teacher checks them to see if they can hold their shape, remaining stiff even when gently pushed. One room in the museum has ice sculptures, and the heat melts the statues into puddles of water. The teacher checks children by lifting one arm and trying to wiggle it back and forth (Is it limp?) or by gently pushing their bodies if they are lying down to see if their bodies wiggle without tension.

Time needed: 10 - 15 min.	Ages: K - 3rd or 4th grade
Space needed: Medium - Large	Props: Hand Drum
Purpose: • Increase impulse control, body awareness, attention span, motor planning, following directions • Learn the difference between tension and release	

Discussion Topics:

- › Since this activity is done as a warm up, there is frequently no real discussion; however, the following could be discussed: How does being frozen and being melted feel different in your body? Get into specifics in body sensations, i.e., frozen might feel tight, tense, hard, strong, or tiring to hold while melted might feel soft, floppy, loose, or heavy.

Activity Description:

- › Children start in a circle and are given a count of three to spread out in the room and make a statue they think they can hold easily. Again, you can close your eyes until you get to three and see if you can catch anyone moving once you open your eyes. This provides more incentive to be still.
- › Tell the children you are going to test their statues to see if they are really made of stone. After asking and getting permission (they have the right to say no to your touch), gently push each child to see if they can maintain their shape firmly. Cue them to tighten their muscles if they are not firm. Depending on the size of your class and the number of adults, you can check everyone at one time. You can also check a portion of the class, have them make a new statue, then check some more. Give the students several opportunities to make new statues.
- › Now tell the children that they are ice sculptures instead of stone statues, and the room they are in is very hot. They are gradually going to melt to the floor, becoming a puddle of water. You can give them a specific count to do this, or you can rub the head of a drum and make a swishing sound to indicate melting. Tell the children they must melt onto their backs so you can check if they are really soft like a puddle of water.
- › Check as many children as you can manage, either by lifting one arm by the wrist and gently swinging it to see if it is heavy and limp or by gently pushing their body to see if it wiggles freely. Again, remember to ask before you do this. If a child says no, respect his/her choice. If you have a large class, you may need to have everyone melt again (after giving them a chance to be new statues) so you can check everyone in the class.
- › Play with melting and freezing by giving the children different counts to make a new statue and then melt again onto the floor. Give them a count of three for example, to get up and make a new statue. Then have them melt again to a count of five or six. Challenge them to

be up in a count of one, etc. This involves motor planning; taking the whole count of seven to get up is very different than getting up to a count of two. You have to organize your body differently. Challenge the children to think and plan what they are going to have to do to be successful in coordinating their timing with your counting.

- › Sitting back in a circle, ask the children to relax their hands on their laps. Ask them if their hands should hang down or be up when relaxed. Have them tighten their hands and then relax them. Have them take a deep breath and tighten their hands, holding this for two or three seconds, and then breathe out and relax. Explain that breathing out helps people relax.



Activity 3, Energy Modulation: Introduction to Self-Control

Overview: Individually or in small groups, children demonstrate the ability to move with high energy while staying in control. They can move in any way they choose. Discussion leads to defining the qualities involved in being in control while moving. Discuss the steps for calming down after moving with high energy.

Time needed: 10 - 15 min.

Ages: K - 5th grade

Space needed: Medium - Large, depending on the number of students; if smaller space, do in place

Purpose:

- Assess level of self-control
 - Learn what self-control feels like in the body
 - Learn the difference between high energy in control and out of control
 - Increase impulse control and spatial awareness
 - Introduce the need for abdominal breathing
-

Can be done with older children, but should be done with gestures instead of whole body.

Discussion Topics:

- › What does it feel like in your body when you are in control? How does this differ from being out of control?
- › How can you tell when you're in control vs. out of control?
- › What are the characteristics that define high energy in control?
- › What do you do to calm down after being in high energy?

Activity Description:

- › Start in a circle formation. Discuss the first two of the four topics listed above. Allow this to lead into a list of characteristics that define moving with high energy while in control, covering at least the first three characteristics below:
 1. Awareness of where you are in relation to the ground, objects, and people; no crashing into people or things (spatial awareness).
 2. Ability to stop quickly whenever needed without losing balance or falling.
 3. Knowledge of what you are doing as you are doing it (self-awareness).
 4. Older or more sophisticated children may also bring up the concept of being in control of their frustration level or their emotions.
- › Ask for volunteers to demonstrate "in control high energy" by moving any way they choose. (Depending on the general control of the class, have one-quarter to one-half of the class move at one time with a time goal of each child being able to successfully demonstrate this.)
- › Follow each turn by a discussion of whether it was successful or not, and why.
- › Discuss how the children go from high energy to being able to sit quietly in the circle.
- › Establish the need to slow down one's movements, tell one's self to calm down (self-talk), and take slow deep breaths. This leads directly to the next activity in which you teach abdominal breathing.



Activity 4, Energy Modulation: Learning Abdominal Breathing

Overview: Abdominal breathing, in which the stomach gets larger when breathing in (inhaling) and the stomach gets smaller when breathing out (exhaling), is demonstrated and practiced. Children then move in high energy mode followed by abdominal breathing to calm down.

Time needed: 10 - 20 min.

Ages: K - Adult

Space needed: Small (enough room so everyone can lie down)

Props: None, although music may be useful (See Chapter Eight for a list of relaxation music.)

Purpose:

- Learn abdominal breathing, a necessary skill in self-settling and relaxation
- Distinguish between calm energy (alertness) and no energy (passive and floppy)
- Reinforce self-control while moving in high energy and the use of proper breathing to calm down afterwards
- Increase body awareness

Discussion Topics:

- › Ask children how they feel before and after doing the abdominal breathing.
- › Brainstorm when this kind of breathing may be helpful.

Activity Description:

- › Discuss the role of proper breathing in being able to settle down. Demonstrate rapid shallow breathing which involves only the chest and upper lungs. Ask the children if you look calm or agitated. Explain that chest breathing keeps one excited or anxious. Then breathe in, involving the entire lungs expanding the abdomen and chest as you inhale. Do it while sitting, and again ask whether you look calm or agitated. Explain that abdominal (or stomach) breathing is calming.
- › Since it is easier to master abdominal breathing lying down, demonstrate it this way; place your hands on your stomach and chest so the children can see them rising and falling.
- › Option: Have some of the children experience the correct technique tactually by placing their hands on top of yours so they can feel your stomach and chest rising and falling.
- › Have the children practice abdominal breathing. Have them lie down with one hand on their stomach and the other hand on their chest. (Many children will have only their chest rise when they breathe in and their stomach rise when they exhale.)
- › Have adults check the children's technique, or pair them off and have the children alternate roles of practicing and observing breathing. (Make sure they are accurate observers before pairing them off.)
- › If a child is having trouble doing this breathing correctly, ask permission to place your own hands on top of theirs. When they exhale, exert gentle pressure on their stomach and chest. When they inhale, tell them to push your hands up while doing so.
- › If a child is still not getting it correctly, place just your hand on their abdomen and again have them push against it as they inhale. This gives them extra feedback. (Always ask the child for permission before touching.)
- › Once everyone can do the technique lying down, have them practice the same thing while sitting up and standing (both of which are more difficult).

- › Discuss how the breathing felt. Ask if anyone felt any difference in his or her level of calm before or after the breathing exercise. Typically, children will be much more settled, even if there was some giggling about trying this new technique.
- › Next, have the children practice moving in high energy while staying in control, then taking three abdominal breaths and telling themselves to calm down before rejoining the group. (Have up to half of the children do this at a time while the rest of the class observes.)
- › Discuss the difference between calm energy and high energy. Ask volunteers to demonstrate the difference. Make sure to distinguish calm energy from fatigue or lack of energy.
- › Again, in small groups, have everyone in the class demonstrate the ability to move from calm to high energy back to calm again. (As an extra incentive to those who are resistant to utilizing this skill, tell everyone they can move on to the next activity only when they can demonstrate the ability to be in high energy and to calm down while staying in control.)



Note to Parents: A large space is not necessary to explore the differences between moving in-control and moving out of control. Movement can be done in place; there needs to be only enough space for the person moving to be able to extend limbs in all directions without knocking into anything. Establishing the definition of “in control” can be very helpful in defining whether or not an activity is safe. Clearly, everyone needs to be in control in order for an activity to be safe. This term can be used as a prompt for reestablishing safe behavior. Reestablishing the qualifications needed for being in control may be necessary numerous times before children internalize this concept. Abdominal breathing is a quick and basic way to help bring calm in any situation. It is a good skill for everyone in the family to practice together.



Activity 5, Energy Modulation: Energy Modulation in Place (The Storm)

Overview: The image of a storm cycle (calm, building energy, peak or intense energy, gradual or sudden return to calm) is used to connect to the concept of energy modulation. Children explore the various levels of energy in a pretend storm in their own space. The storm effects are created with percussion instruments.

Time needed: 10 - 15 min.

Ages: K - 3rd or 4th

Space needed: Small (enough room so everyone can lie down)

Props: Drum, and/or other percussion instruments, scarves (optional)

Purpose:

- Improve energy modulation skills
 - Increase awareness of body sensations connected to excitement and calming
-

Not necessary for everyone, but good image for returning to calm after being excited.

Discussion Topics:

- › How does the cycle of a storm connect to energy modulation (calm weather, build up of pressure, the storm, the waning of the storm, and the calm after the storm)?
- › What body sensations relate to stages in the storm or the excitement/calming cycle?

Activity Description:

- › Discuss the connection between energy modulation and a storm. Explain that the children will be acting out the energy cycle of a storm. This activity takes place without traveling.
- › Everyone stands in a large space bubble and pretends to glue their feet to the ground.
- › Direct children to match the intensity (energy) of their movements to the drum's energy.
- › Using the drum, start slowly (sliding the hand across the face of the drum can produce a calm sound) and gradually build the sound and rhythm to mimic the activity of a storm. Slowly bring the energy level down. Use verbal cueing, if necessary, to guide the movement.
- › Discuss how the children felt as they moved through the various phases of the storm and what body sensations they were aware of as they moved.
- › Repeat a few times. Variations may include having several children play instruments with the facilitator as conductor or giving out scarves to move with as the drum is played.



Note to Parents: Storm imagery gives this activity containment, which is useful for internalizing the skill of calming down. Young children, pre-school through second grade, may want to repeat this activity over and over. Once this skill is mastered, you can use the image of the storm to redirect the energy level of your child. When children are getting too wild at home, remind them of storm imagery. Have them be the storm while you make your voice match their energy level. Then calm your voice with the calming of the storm and the children, hopefully, will calm down.



Activity 6, Energy Modulation: Energy Zones

Overview: The room is divided into three zones: calm, medium, and wild. Children explore moving from one zone to another clearly enough that observers can tell what energy level they are demonstrating and if it corresponds to the zone in which they are moving. This is followed by a fantasy activity in which the children each pretend to be an animal of their choosing. The animal must have all three energy levels in its repertoire of regular functioning. These animals then move in the different zones at the direction of the teacher and, later, at their own timing. Review wild "out of control" versus wild "in control" movement and calm energy versus lethargic energy.

Time needed: 15 - 20 min.

Ages: K- 2nd or 3rd grade

Space needed: Medium - Large; a room large enough to divide in thirds and still allow children to move with freedom in any one section of the space

Props:

- Energy Thermometers and "In Control" Energy Level Activity Chart handouts
 - Boom Box and music (Optional)
-

Purpose:

- Increase ability to modulate energy
 - Improve impulse control
 - Improve body awareness
-

Not needed for everyone, but lots of fun. Uses creativity to help children tune into their excitement or energy level.

Discussion Topics:

- › How do people change energy levels? What are the steps needed physically and mentally?
- › What is the difference between calm and no energy? How does one move when calm?
- › What is the difference between moving calmly and moving with high intensity?

Activity Description:

- › Have children explore moving calmly. Discuss the difference between calm energy and no energy, making sure they have energy.
- › Discuss the difference between wild and calm energy; touch upon timing, energy, and intensity.
- › Discuss the importance of being able to be in control when moving wildly. This can allow for joy in the experience of letting go, but it also requires an awareness of yourself in relationship to other people and objects (being visually and spatially oriented), an ability to change directions quickly to avoid potential collisions, and an ability to stop short if needed. This contrasts with out of control movement where the internal sensations supersede the above requirements.
- › Review strategies for starting wild and calming down (include self-talk, slowing down movement, slowing down breathing, and using the abdominal breathing technique).
- › Depending on the size and skill level of the class, have either the whole class, or a smaller group, start at one end of the room in high energy and gradually calm themselves by the time they get to the other end of the room. This works best if the children do this in their own timing. Do this 2-4 times, each time sharing the calming strategies which worked.

- › Divide the gym into thirds, via natural lines on the floor or with masking tape. Designate one end as the high-energy zone, the other end as the calm zone, and the middle as a medium or transition area.
- › Have the children experiment moving in each zone. If time allows, appropriate music for each energy level can help give children a fuller body experience. Start in the calm zone. On an external cue, have them move to the medium zone, then the high zone, and back again. This external cue can be for the whole group, such as counting to twenty, or tapping individual children as they are ready. The latter approach works better with larger classes or when the need to separate children in different zones exists.
- › Discuss the different energy levels of animals. Have children choose an animal that has a range of energy states in its normal repertoire. Ask for examples both verbally and physically.
- › Have children go to the quiet zone, close their eyes, and turn into their animal. With eyes still closed, have them picture types of activities this animal might do in each energy zone. Make sure they understand that animals are not allowed to touch each other and that they need an indication from the facilitator before they can move to another zone. This indication can be a gentle tap on the head or shoulder or a verbal cue.
- › Have the children open their eyes and begin to move. Comment on the different types of movements you notice, such as crawling, gliding, stretching, etc.
- › After a few moments, cue about half of the children to move into the next zone. Have the children continue to switch zones on cue, ending with everyone in the calm zone.
- › Remind the students there is no touching, and the animals are not allowed to fight.
- › Discuss what made it possible to switch energy levels.
- › Three steps toward calming down that are helpful for children to memorize are:
 - 1) Self-talk (tell myself to calm down);
 - 2) Slow down my movements; and
 - 3) Take three slow abdominal breaths.
- › Strategies for energizing include:
 - 1) Stretching fully through the body;
 - 2) Taking deep breaths;
 - 3) Self-talk (tell myself to speed up); and
 - 4) Speed up movement.

This is both a strategy and an end result, because if you want to be more energized you want to move more quickly.
- › Discuss how the children can transfer the skill of settling or mobilizing outside of the prevention class. Elicit ideas on when this skill might be needed individually and as a class.



Note to Parents: This activity requires an open space without a lot of furniture or objects; it could be done outdoors. Children love playing animals, and once you have done the animal activity with your children, the imagery can be used to help them settle down when play gets too wild. Ask them to show you their wild animal movement (this interrupts other wild play), then have them show you how that animal calms down. Be prepared; it may take switching back and forth a few times before the children are ready to remain settled. But if they have mastered this activity, when you interrupt play that is too wild by using the wild animal imagery, the children will get in control since that is what you have already practiced and learned.



Self-Control & Relaxation ENERGY THERMOMETERS



Tired, Lethargic



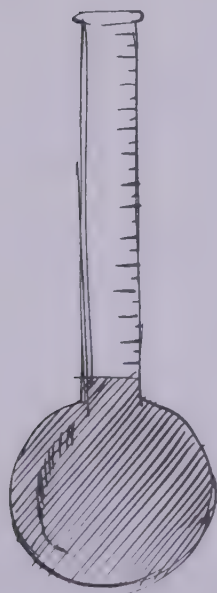
Calm, Alert,
Attentive



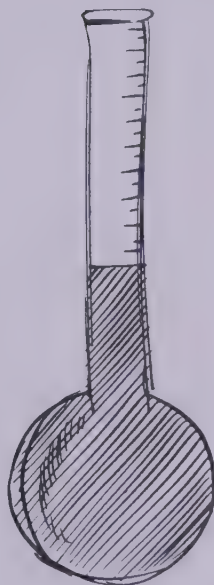
Getting Excited
or Agitated



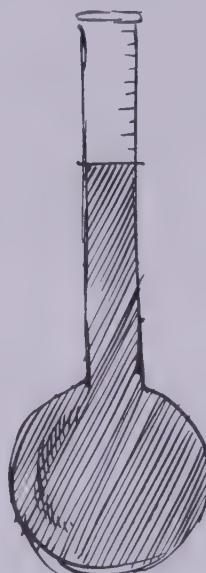
Overexcited or
Over Agitated



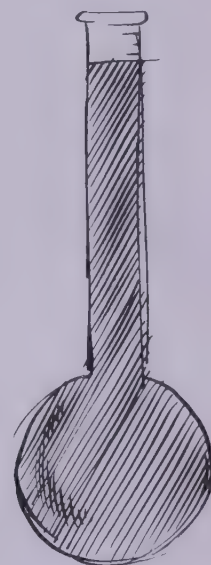
Stretch & breathe
Tell self to wake up
Speed up movements



Good Job!!
This is the
place to be.



Put on the brakes
Use the 4 B's
Abdominal breathing
Self-talk
Slow down



Use self-control
time

Self-Control & Relaxation

"IN CONTROL" ENERGY LEVEL ACTIVITY CHART



"In Control" means:

- Knowing where you are in space at all times
- Not crashing into or poking at people or things
- Keeping your balance
- Being able to stop yourself at any time
- Being able to change direction quickly



Fill in your activities for the energy levels in the sections below:

High Energy at School (recess and gym class)	Medium Alert Energy at School (class time for academics, art, and music; computer time, library, walking down halls)	Low Relaxed Energy at School (rest period)
High Energy at Home & in the Community	Medium Alert Energy at Home & in the Community	Low Relaxed Energy at Home & in the Community



Activity 7A, Energy Modulation: Putting on the Brakes, Part One

Overview: Children will run as fast as they can to a specified spot in the room and then stop short and freeze. The children are to stop short without slowing down first, sliding, or crashing and falling. This is repeated until children can feel that stopping short requires pulling back or putting tension in their body.

Time needed: 10 - 20 min.

Ages: K - 6th grade

Space needed: Large (large enough to allow for running at top speed)

Props:

- A drum or voice to direct children
- Markings on the floor, e.g., colored lines on a gym floor

Purpose:

- Improve impulse control
- Develop awareness of need to pull back or tense to stop oneself when moving fast or excited
- Teaches children an alternate strategy for self-settling when they have neither enough time nor control to calm down gradually
- Increase children's control of their bodies, e.g., stopping without falling or maintaining their own space.

Discussion Topics:

- › What does it take for your body to stop short? How do you recover from stopping short?
- › How does it feel to maintain the state of body tension that stopping short requires?
- › How does the feeling of tension change when abdominal breathing is added?
- › How do you remind yourself to stop and breathe when not in this class?
- › How does stopping short (learning to control your muscles) relate to life outside of this class?

Activity Description:

- › Divide the children into two groups. Start with one group of children in a line, side by side, at one end of the room. These children will be the movers. Send the other group to the far side of the room and instruct them to sit down. This half will be the observers. (Dividing the class in half can make the activity safer and enable students to work on observation skills.) If you have a small class, all the children can move at the same time.
- › Designate the stopping line. Tell the movers to run full tilt to the designated line, at which point they must stop short, without slowing down in preparation, sliding, or crashing and falling. The phrase "stopping on a dime" may be useful.
- › Tell the observers to notice the different stopping techniques being used and to share them.
- › Discuss any problems children have in stopping short.
- › Switch roles. Give each child a chance to run and to observe several times, discussing what makes it possible for him or her to stop short. The goal is to get the children to sense that they have to pull back or tighten their muscles in order to put on the brakes.



Activity 7B, Energy Modulation: Putting On the Brakes, Part Two

Overview: Children are instructed to get very wild in their own space, without traveling, and freeze on cue. The freezing is held until discomfort in holding that amount of tension is noticed. After the desire for release and its connection to aggression is felt, abdominal breathing is re-introduced and explored as a way to release tension and settle.

Time needed: 5 - 10 min.

Ages: K - 5th grade (older children may get self-conscious doing this)

Space needed: Medium (enough for everyone to stand with a large space bubble)

Purpose:

- Develops a sense that holding tension is uncomfortable
 - Realize that calming techniques help release tension
-

At least one brake activity (A or B) is helpful in recognizing that stopping creates tension which then needs to be released.

Discussion Topics:

- › What are the different body sensations related to moving wildly versus freezing the movement?
- › What does it feel like to maintain the frozen position (to hold tension in our bodies)?
- › What body cues can the children use to remind themselves they need to calm down?

Activity Description:

- › Have the children spread out so each person has a large space bubble around them.
- › With the drum as a cuing device, tell the class to move wildly in place. The beating of the drum is the cue to continue moving, and a loud, sudden, final beat is the cue to freeze. The children freeze on cue and then hold their positions.
- › Repeat this several times.
- › Discuss the differences in body sensation between moving wildly and freezing again, stressing the idea that freezing or stopping short requires adding tension to the body.
- › Now have the class stand in a large circle with at least one arm length between each child. Instruct the children to again move wildly in place, as if they were out of control, and then freeze on cue.
- › Ask the class to explore the feelings that arise while maintaining the frozen position. Help them connect to the sensation of wanting a release from the tension, often expressed as a desire to be aggressive. Point out the connection between high levels of tension and violence.
- › Instruct the children to take three slow abdominal breaths.
- › Ask the class to figure out what they could do to release the tension without aggression. (The point of the discussion is to lead the class to a connection between abdominal breathing and the release of the tension currently being experienced.)
- › Repeat the activity of moving wildly, freezing, and then taking three slow abdominal breaths 3 or 4 times to fully experience the body sensation of self-settling.
- › Discussion should follow as to how the children can remember to cue themselves to use this technique outside of the class when feeling agitated or tense. Sometimes a teacher is willing

to help the class keep track of how many times individuals use this technique, either with a chart on the chalk board or tokens in a jar that can be counted at the week's end. This follow-through is extremely helpful in getting the children to generalize the body skills learned above.

- › In most classes, one or more of the children will use fast or shallow breathing instead of slow abdominal breathing. Use this as an opportunity to explore the differences in body sensations elicited by different types of breathing. Have the whole class get wild again and try self-settling through shallow rapid breathing.
- › Ask them to observe the energy level. Repeat with slow abdominal breaths and ask them to note the difference in body sensations and energy level.



Note to Parents: The ability to stop short or to freeze on command can be very helpful in an emergency or when a fight is breaking out. Practicing this by running full tilt might be difficult to do at home. Moving wildly in one's own space bubble, without traveling, is a more manageable approach. It is very helpful to practice this technique as a whole family. Then, any time someone seems to be getting out of control, the observer can give a freeze command, followed by a reminder, if necessary, to do some abdominal breathing. Discussing what caused the arousal can happen after everyone is calm. The family, as a whole, has to agree to allow each other cuing or command privileges. If you, as parents, are not comfortable with your children telling you to freeze occasionally, then you can set it up so that only adults can cue children. I have found, however, that the power children feel when they are given permission to catch their parents in a state of over-arousal helps them to become more aware of their own emotional states.



Activity 8, Energy Modulation: The 4 B's of Self-Settling

Overview: Children learn a movement phrase to go with the words “brakes,” “breathing,” “brains,” and “body” that can cue them to use self-settling techniques in various situations both inside and outside of the classroom. The technique is reinforced with an accompanying handout that can be posted where the children can see it easily and refer to it regularly.

Time needed: 15 - 30 min.	Ages: PreK - Adult	Space needed: Small
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Props:

- The 4 B's handout and the 4 B's Challenge sheet
- Parent Letter copied to send home with a copy of the 4 B's handout

Purpose:

- Introduce self-talk
- Learn a technique that incorporates movement to handle neurological arousal
- Increase awareness of body cues that signal arousal; control volatility
- Give children a ritualized method for calming down
- Aid in stress management

Important! Good for everyone. Older children may want to do this in a smaller, less conspicuous manner.

Discussion Topics:

- › Discuss the importance of self-talk in affecting mood and behavior.
- › Discuss the body cues that signal the need to calm down.

Activity Description:

- › Begin by reviewing Activity 7B “Putting on the Brakes, Part Two.” Have the children move wildly in their own space and then put on the brakes. Ask the children to keep the brakes on (keeping a high level of tension in their bodies) for a minute or two and to remember how uncomfortable it feels. Then do abdominal breathing to release the tension.
- › Relate how sometimes people get too excited to calm down slowly, and they need to put on the brakes to stop themselves before breathing to relax.
- › Demonstrate clasping your hands in the following way: when the palms come together, the fingers of one hand point up toward the ceiling, and the fingers of the other hand point across the room. Then curl the fingers around the hands. The fingers do not inter-twine this way but one thumb overlaps the other.
- › When everyone can clasp their hands as explained above, show the children the first ‘B,’ BRAKES. For BRAKES, extend both arms straight in front of you and clasp your hands in the special grip to grab the impulse or the energy. When you grab the energy, you may even clap your hands together with a sound. Bring your hands in toward your body, near your chest. Elbows should be bent and pointing outward. Isometrically push one hand against the other as hard as you can (see handout for illustration). The special clasp keeps the fingers from getting pinched when using the isometric force. The heels of the hand receive the main push allowing the isometric push to be felt in the shoulders and chest. This exertion brings the energy inward, centering the person doing it.
- › The second ‘B’ is BREATHING. Stopping and breathing have already been incorporated into the last activity. Now you are formalizing them. For BREATHING, breathe in as you straighten your elbows, so your arms are in front of you, then release your hands and bring your arms up over your head. Breathe out, letting your shoulders relax. Do this twice.

- › Have the children practice brakes and breathing two or three times before continuing.
- › In preparation for the third 'B,' ask the children if they think a person's strength is determined by muscle size alone or if telling one's self that s/he is strong or weak will also have an effect.
- › Have one person stand up in the middle of the circle and show the class his/her biceps. Then have this person extend one arm and say, "I am weak, I am weak" over and over while you put your index and middle finger on the wrist of the extended arm and try to push it down.
- › Then have the same person extend their arm again, this time saying, "I am strong, I am strong" while you attempt to push their arm down again. It should be much harder to push it down. (Do not continue pushing for long because the person's elbow may start to hurt.)
- › Talk to the children about how powerful self-talk is. Relate this activity to excitability or anxiety. If you repeatedly tell yourself you are excited or worried, you will probably stay excited or worried. If you tell yourself it will be okay and you can calm down, you are more likely to calm down.
- › This leads to the third 'B', BRAINS. For BRAINS, take another deep breath while your hands are still up in the air. As you exhale, bring both hands with fingers intertwined to rest on top of your head to "wake up your brain." Feel the weight of your arms resting on your head and say to yourself, "I can calm down."
- › The fourth 'B' stands for BODY, as in feeling your body calm down. For BODY, take another deep, abdominal breath and stretch your arms up over your head again. As you exhale, bring both hands, one over the other, to rest on your chest near your heart. Feel your body get calm and quiet.
- › After teaching the children the 4 B's of Self-Settling, BRAKES, BREATHING, BRAIN, and BODY, have them repeat the words several times. Show them the pictures on the handout, demonstrating the movements that go along with each phrase.
- › Discuss body cues that may signal the need to use the 4 B's, such as face heating up, heart racing, hands clenching, head pounding, or ears roaring. Then discuss emotional signs that may indicate the need to use the 4 B's such as anger, upset, frustration, or over-excitement.
- › Practice the 4 B's several times.
- › Have the class move wildly in place or pretend it is recess time, and then do the 4 B's. They can run and play in the room for a short while until you tell them, "Okay, children, time to put on the brakes. Let's do the 4 B's." Do this two or three times.
- › Ask the class what a calm and quiet body looks like. You are trying to elicit things like: the body is not moving; the shoulders are down and relaxed; breathing is easy; or the face is not frowning or smiling, but rather it's loose. Tell them that is what will happen if they do the 4 B's correctly. Ask them what it feels like to be calm and quiet.
- › Challenge the class to practice the 4 B's outside prevention class. Pick two specific times during the day (such as after lunch and before reading) that you will have the class do the 4 B's. In addition, each day pick at least one other time that the class could use settling and do the 4 B's then as well. This way, the student will be practicing the 4 B's at least three times a day. Keep track of each time the group as a whole does it correctly and calms down. Do not eliminate a point if one student does not do it but everyone else does. Set three points a day as a goal and offer a reward (candy, extra recess, or extra time with the stretch cloth) if the class meets or exceeds the goal for two weeks. Sometimes, after they earn the first prize, they can work toward another two weeks where at least two times a day the children need to initiate doing the 4 B's on their own when the energy level in class, or individually, is rising.



Note to Parents: Learning the 4 B's of Self-Settling is one of the main goals of this section. It is something that can be taught and used anywhere. The movements are not so conspicuous that they would stand out in public. Families could develop a code word to signal each other, including parents, that the 4 B's are needed. A chart keeping track of family use or individual use could be helpful in reinforcing the mastery of the technique.

THE 4 B's OF SELF-SETTLING



BRAKES

Catch the energy and squeeze it.



BREATHING

Bring the arms up and breathe deeply.



BRAIN

Rest your hands on your head and tell yourself, "I can calm down."

BODY

Put your hands on your heart and feel your body calm down.



"Violence Prevention Through Movement"
4 B's CHALLENGE
 Teacher Tally Sheet



Teacher's Name: _____ Date: _____

Prevention Instructor: _____

Challenge: The children will settle themselves down by using the 4 B's strategy: BRAKES, BREATHE, BRAIN, BODY. Whenever children calm themselves using the 4 B's and/or abdominal breathing, with or without prompting, the whole class will receive a point.

Goal: _____ points in a two-week period will result in a reward.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



Activity 9, Energy Modulation: The 4 C's of Control Time

Overview: Children stand in their own space trying to be aware of the ground and their body and are instructed to find one thing to focus on or to think about. Using self-talk, they are then expected to stand perfectly still for one to five minutes. A simple set of phrases, called the 4 C's, is used to help them master the steps involved in the process. The technique is reinforced with an accompanying handout that can be posted where the children can easily see it and refer to it.

Time needed: 10 min.

Ages: All ages

Space needed: Small, Medium, or Large, there is no traveling involved so it depends on size of group

Props:

- The 4 C's handout and the 4 C's Challenge sheet
 - Parent Letter with a copy of handout
-

Purpose:

- Increase attention span
 - Increase ability to resist temptation
 - Increase sense of mastery and self-confidence
 - Increase body awareness
 - Serves to focus and calm, builds on repertoire of relaxation techniques
-

Particularly helpful for attentional problems and/or an excitable group that needs frequent calming. Not necessary for all groups.

Discussion Topics:

- › What did you think about, focus on, or experience while you were standing still?
- › What does this activity have to do with violence prevention?
- › What temptations might you be faced with? Discipline affects the ability to control our actions. This enables us to resist temptation. Resisting the use of weapons can be brought up here.

Activity Description:

- › Have the children find their own individual space in the room.
- › Direct them to stand with their feet hip-width apart and their arms hanging freely at their sides.
- › Have the children bend and straighten their knees a few times, keeping their feet on the floor. Direct them to feel the ground beneath their feet or shoes while they are doing this. Then have them stand still and try to feel their body. (Children with ADHD have a hard time feeling themselves as being alive when not moving. Connecting to the ground can help them maintain self-awareness during the activity.)
- › Have children find one thing to focus on or think about. Instruct them to tell themselves, "I can be focused and calm."
- › The children are expected to stand perfectly still (except for breathing or blinking) for one to five minutes. Start small and add additional time as the children show mastery.
- › Call the group back together and discuss what they thought about, focused on, or experienced while doing the activity. Talk about why you are doing the activity. Key points to cover are attention (which is like a muscle and requires exercise and practice to become an athletic

attender), discipline, ability to control actions, and how all of this is related to preventing violence.

- › Teach the children the 4 C's of Control Time: CONNECT to the ground, COLLECT your thoughts, CONCENTRATE on one thing, and CREATE stillness. Chant this with them several times. The following movements accompany these phrases:

- For CONNECT TO THE GROUND, the children bend and straighten their knees a few times and feel the ground underneath them.
- For COLLECT YOUR THOUGHTS AND CALM DOWN, the children take a deep breath, say to themselves, "I can be focused and calm," and then exhale. It is helpful to repeat this three times.
- For CONCENTRATE ON ONE THING, the children scan the room, find one thing to focus on, and look at it.
- For CREATE STILLNESS, the children stand with their hands at their sides and keep their bodies perfectly still. Except for breathing or blinking, they don't move at all.



Note to Parents: This is a very powerful activity for the whole family, especially if everyone focuses on the same thing such a candle or picture. It is related to meditation. It can be done before or after dinner or at any time during the day when your children typically have difficulty. As everyone increases the length of time they can stay focused, it can be used to develop a sense of pride within the family. If practiced regularly in a positive light, it should increase your children's attention span and focusing ability. This should not be used as a punishment for children. Make it an enjoyable activity the whole family can do together.

THE 4 C's OF CONTROLLED CONCENTRATION



CONNECT TO THE GROUND

With both feet on the floor, bend and straighten your knees a few times. Feel the ground or chair beneath you, then stand or sit upright.

COLLECT YOUR THOUGHTS & CALM DOWN

Take a deep breath.
Say to yourself, "I can be focused and calm."
Let out your breath.
Calm your body and mind.



CONCENTRATE ON ONE THING

Choose one thing around you to focus on.
Look at it.



CREATE STILLNESS

With your hands at your side or in your lap, keep your body perfectly still (except for breathing and blinking).

"Violence Prevention Through Movement"
4 C's CHALLENGE
 Teacher Tally Sheet



Teacher's Name: _____ Date: _____

Prevention Instructor: _____

Challenge: Children will practice self-control by using the 4 C's of Controlled Concentration: **CONNECT TO THE GROUND, COLLECT YOUR THOUGHTS & CALM DOWN, CONCENTRATE ON ONE THING, and CREATE STILLNESS.** Use the 4 C's when children need help focusing; practice at least once a day, even when children are doing well, as a skill builder. If one or two children have trouble, but the rest are able to ignore them while maintaining stillness and focus, a practice would still be considered successful. Points will be given for each successful practice period.

Goal: _____ points in a two-week period will result in a reward.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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Activity 10, Energy Modulation: Grounding While Sitting in the Stretch Cloth

Overview: Children sit in a circle holding a stretch cloth in front of them like a rope. They are instructed to pull side-to-side on the cloth, gently at first, and then with more force. The goal of the activity is for every child to maintain their balance for a count of ten while everyone is pulling. Children are encouraged to discover what they need to do on a physical level in order to keep their balance.

Time needed: 10 - 15 min.

Ages: K - Adult

Space needed: Medium - Large; small group working with small stretch cloth could use small space

Props:

- Stretch cloth sized to fit your group (see Chapter Eight for information)
-

Purpose:

- Improve balance and control of one's body
 - Feel a connection to others in the class
 - Use strength in a friendly yet forceful way (empowerment)
-

Good for resistant children. Strength in safe, controlled way involves children. Not necessary for calming; more for being connected safely to the ground.

Discussion Topics:

- › Explain safety issues in using the stretch cloth. As much fun as the stretch cloth is, it can also be over-stimulating and dangerous. It can be described as being a gigantic rubber band or slingshot. Cooperation is essential. Children who do not follow directions are given a time out immediately. If there are problems with several students, the stretch cloth is put away.
- › What does it take to stay balanced sitting and standing?

Activity Description:

- › Children sit in circle. The stretch cloth is brought out and everyone gets a chance to feel it and pull it backwards, while sitting, to get a sense of its stretchiness.
- › Emphasize safety rules.
 - Everyone must freeze immediately if told to by the teacher or if someone falls over.
 - No one may pull on the cloth while directions are being given.
 - No one may pull with all their strength
 - Everyone must pay attention to their neighbors.
 - Anyone who feels they are really going to fall can call "freeze," and everyone must stop.
- › Everyone sits down while holding onto the stretch cloth in front of them, the circle should be large enough that the cloth is stretched out somewhat. The sitting position includes bottom on the ground and legs either crossed or stretched out in front with knees slightly bent.
- › Everyone pulls side-to-side on the cloth, gently at first, and then with more force. The goal of the activity is for everyone to maintain their balance for a count of ten while everyone is pulling.
- › While this activity can be done with a pull that goes only from side to side, most students find it more exciting to add a circular movement with their torso while balancing on their bottoms. Have the students experiment with gentle pulling to get a feel for rocking backwards without

falling. When the pulling gets more energetic, the students' backs can almost go down to the floor without losing balance or control.

- › It is important to remind students to keep their heads up, chins to their chests, as they rock backwards so their heads do not get bumped. When everyone can rock in all directions without losing their balance, they are ready for the activity.
- › On cue, everyone starts pulling side-to-side. The children or the facilitator can count to ten. This is exciting, so you can assume it will be noisy.
- › If the pulling appears dangerous, stop it by calling "Freeze!" in a loud voice.
- › If the group makes it safely to a count of ten, try counting to fifteen.
- › If they do not make it, try again. Process what might have to happen to make it work.



Note to Parents: It is not necessary to have a stretch cloth to do prevention activities, but it is fun. For a family, a smaller stretch cloth, five to six yards, is probably adequate. Depending on the size of your house, you may need to do this activity outdoors. Whenever you experiment with the stretch cloth, make sure there is always an adult present. This prop is exciting, and things can get out of hand quickly. You may find neighborhood children trying to use it. Supervise!



Activity 11, Energy Modulation: Grounding While Standing in the Stretch Cloth

Overview: Children stand in a circle inside the stretch cloth. With knees bent and hips back, children are told to lean back together, letting the cloth support the class. When this is accomplished, have them add a gentle rock, side-to-side, feeling connected by the cloth and affected by their neighbors' movements. You can add a pulling and resistance component if your class is cooperative. Children gently pull side-to-side and then add a twisting movement while paying attention to how everyone keeps their balance.

Time needed: 10 - 20 min.

Ages: K - Adult

Space needed: Medium

Props:

- Stretch cloth sized to fit your group (see Chapter Eight for information on size)
 - Bare feet or rubber soled shoes; no socks or slippery shoes
-

Purpose:

- Improve balance, and develop a sense of strength and connection to the ground
 - Increase trust in and connection to the group
 - Develop a physical sense of being able to resist pressure
 - Increase control over one's own body
 - Increase awareness of others
-

Not necessary for calming techniques, but good for connection to ground and connection to others. Grounding helps with control and with modulation. **Must incorporate safety rules.**

Discussion Topics:

- › Safety considerations.

Activity Description:

- › Have everyone stand in a circle, holding the stretch cloth in front of them by the same edge. This means untangling the material (group cooperation).
- › On the count of three, everyone lifts the edge of cloth, brings it up over their head, and down behind their back. The cloth should expand along their backs, from the ankles or knees to the shoulders. How far it reaches depends on the size of the participants.
- › Make sure no one is stepping on it; the cloth is slippery and someone could fall.
- › Instruct the class to lean back into the stretch cloth. Feet should be hip width or wider. Knees should be slightly bent. Bend slightly at the hips as if you were about to sit down on a chair. The leaning back should come from the hips, not the shoulders or head. This is important so no one flips backward over the cloth onto their head.
- › Discuss positioning while leaning.
- › Find a model for other students to emulate. Try to point out someone who frequently has trouble behaving but who looks grounded as described above. Some of the more disruptive students catch onto this very quickly, and some of the more impulsive children tend to need lots of safety reminders.
- › The leaning is done so the stretch cloth is really holding everyone up. The feeling of being supported by the cloth and by the group is very exciting.

- › When the class is balanced in the cloth, begin rocking from side-to-side in unison.
- › Start with a very small rocking movement, keeping knees bent.
- › When the class is able to do small rocking, increase the range of the movement. Students should be able to rock without holding on to the stretch cloth with their hands. The leaning of their bodies into the stretched out cloth supports the whole group.
- › If your class is cooperative and everyone can manage leaning and rocking without a problem, you can try adding a pulling and resistance component. Have everyone place their elbows outside the circle, behind the cloth, while holding on to the top edge of the cloth with their hands.
- › Gently pull side-to-side and see how everyone balances.
- › Gently twist and move in and out, seeing how everyone balances.
- › Discuss how everyone is connected and each person's actions will effect everyone else.
- › Make sure frail and accident-prone individuals are not placed next to the strongest or largest class members. If you are concerned about a student's ability to modulate his/her strength, have that student stand next to you or another adult.
- › The goal is to maintain balance as a class while everyone pulls and twists gently on the cloth.
- › You may or may not want to pick a number to count to as a goal.
- › Some safety rules need to be established. Anyone can shout "Stop!" or "Freeze!" if they are worried about falling. If anyone does fall, the group stops immediately to make sure everyone is safe. No one can pull full strength.
- › The class starts this activity very gently. If they are successful, you can allow them to pull a little harder, etc.
- › This is a good time to review the idea of energy modulation with respect to the strength used.



Note to Parents: See the note from the above activity. Remember that if you do the pulling game with your children, you need to control your strength as you pull. Preschoolers should not do this activity, especially if there are older children participating.



Activity 12, Energy Modulation: Storm in the Stretch Cloth

Overview: Children sit in a circle inside the stretch cloth and pretend it is a boat. The boat ride starts out calm, but the weather soon begins to turn cloudy and windy, getting worse and worse, until there is a big storm. When the thunder and lightning strike, everyone hides under the cloth by pulling on the upper edge and ducking under it. Eventually the storm passes, the day is pleasant again, and the children can safely come out from under the cloth.

Time needed: 5 - 10 min.

Ages: PreK - 2nd grade

Space needed: Medium - Large, unless it's a small group and a small stretch cloth

Props: Stretch cloth

Purpose:

- To provide a structured and predictable form for experiencing energy modulation
- To increase social connection through rhythmic and physical synchrony
- To increase energy modulation through rhythmic, predictable practice

Not necessary, but lots of fun. Fun helps integrate new skills.

Discussion Topics: This activity is usually done without discussion.

Activity Description:

- › Sit in a circle, untangle the stretch cloth, and put the cloth behind everyone's back so all the children are sitting on one edge of the cloth while the other edge is up by their shoulders; the cloth should be taut, pressing on everyone's back.
- › Have everyone hold onto the upper edge of the cloth. Depending upon how many students are in the circle, arms may overlap each other.
- › Present the image of being in a boat on a calm day.
- › Everyone rocks gently, making the cloth rock too.
- › Gradually clouds come, and the wind begins to blow. The rocking gets a little harder.
- › It begins to drizzle. Then the wind really picks up, and it begins to storm. When the wind is blowing hard, you may rock hard or shake the stretch cloth for emphasis.
- › Then the thunder and lightning comes, and everyone hides under the cloth. (Take the upper edge and duck under it, bringing the cloth to the ground in front of your curled-up body.)
- › Eventually the storm passes, and it is pleasant and calm again.

This activity is a lot of fun with little ones. The same way that peek-a-boo works on object constancy, this game works on energy build up and settling. You build this into a young child's repertoire without discussing it. These early rhythmic experiences build the skills, or at least the pre-cursors to the skills, that have been described in this book as necessary for violence prevention.



Activity 13, Energy Modulation: Relaxation Techniques

PROGRESSIVE RELAXATION OVERVIEW: Children are taught a physical technique for releasing muscular tension. The facilitator may have the children focus on particular parts of the body (like arms and hands) or may guide children to relax the entire body. This type of relaxation can be done sitting or lying down and works best when accompanied by soothing music. The facilitator may create his/her own script or follow the sample provided.

GUIDED IMAGERY OVERVIEW: Children are introduced to visualization as a technique for releasing stress. A script with concrete imagery so children can practice "seeing with the mind's eye" is provided as well as introducing more abstract concepts. You can also make up your own. Reinforce this activity by encouraging the children to draw pictures of what they imagined.

Time needed: 5 - 15 min.

Ages: K - Adult

Space needed: Enough for everyone to lie down in their own space

Props:

- Boom box and relaxing music
 - Mats or towels may be utilized if children will be lying down
 - Relax handout
 - Copies of Parent Letter to send home
-

Purpose:

- Teach children to release muscular tension
 - Increase body awareness
 - Have children experience how their bodies react to stress
 - Help children develop an image of a safe, calm place for later use of quick calming when angry or scared
 - Develop an image for maintaining a calm state longer (good for maintaining calm with impulsive groups)
-

Not necessary, but lots of fun. Fun helps integrate new skills.

Discussion Topics:

- › How does stress affect your body?
- › What can you do to relax your body?
- › Can you feel the difference between tense muscles and relaxed muscles?
- › How is muscle tension connected to self-control?

Activity Description:

- › Make sure the space you will be using for relaxation is comfortable and quiet and that the possibility for abrupt interruptions is minimal.
- › Turn on soothing, calming music.
- › Have children get into a comfortable position. If they are lying on the floor, suggest they lie on their backs with their hands by their sides. If they are sitting in chairs, have them keep their feet flat on the floor, place their hands on their thighs, and find a way to let their head balance easily on top of their neck. If they are sitting at their desks, they can place their hands flat on the desk, or they can lay their heads on their arms on top of the desk.

- › Suggest that the children keep their eyes closed during the activity (to remove potential distractions), but allow them to leave them open if they want to. Stress the importance of staying quiet throughout the activity.
- › Dim the lights and/or close the blinds as necessary.
- › Encourage the children to take three deep, abdominal breaths. Verbally guide them through the breathing sequence.
- › Use a steady, even voice, and let your voice drop a little at the end of each sentence. Speak clearly and slowly, and make sure you enunciate. It can be helpful for the facilitator to take deep audible breaths during some of the designated pauses.



Activity 13A, Energy Modulation: Suggested Progressive Relaxation Monologue

"We're going to relax your muscles from your head to your toes. Start by concentrating all of your attention on your head. If there are any distractions or distracting thoughts you haven't been able to tune out, see if you can tune them out or turn them down now.... Now, take a breath and tighten all the muscles in your face - squint your eyes tightly, wrinkle your nose, and clench your teeth. Hold onto all this tension in your face.... Notice how uncomfortable this tension feels.... Keep the tension.... You are in control of this tightening or squeezing. Whenever you are ready, exhale and stop squeezing.... Feel the muscles in your face letting go and relaxing. Feel your face widening and melting....

"Now inhale again, and push your chin forward and tighten all of the muscles at the base of your neck.... Hold on to the tension and keep squeezing.... Feel how uncomfortable it is.... Remind yourself that you're in control, and whenever you're ready... Let go. Feel your neck widen and the air pass easily through as you breathe....

"Now lift your shoulders up to your ears and tighten all of the muscles in your shoulders.... Feel the tension and tightness in your shoulders.... Most people hold a lot of tension in their shoulders. Notice how much tension you feel.... Take a deep breath in, hold the breath...hold the breath...now exhale and relax your shoulders.... Drop your shoulders and feel your neck stretching. Gently move your head from side to side feeling the freedom of the movement....

"Now bend your elbows and take a deep breath as you tighten your upper arms, your biceps. See if you can keep your hands and the rest of your muscles relaxed, while you just squeeze your upper arms.... Feel the tension.... You may also feel a tingling sensation in your hands.... Keep squeezing...keep holding...and breathe out while you release the tension, letting your hands loosely rest by your sides (on your lap or on your desk).... Have your palms facing down. Now flex your wrists so your fingers point toward the ceiling.... You should feel tension across the front of your lower arms.... Keep flexing...concentrate on the tension.... Take a deep breath in, hold your breath...hold your breath...now exhale and relax your arms.... Turn your hands over so your palms face the ceiling. Curl your fingers into fists and squeeze your hands.... Keep holding all the tension with your hands.... You are in control of holding this tension. Whenever you are ready, exhale and let it go...wiggle your fingers...and relax.

"Now focus on your breathing. Has it changed since we started? Notice if your breathing has slowed down or gotten any deeper... Take a deep breath, expanding your lungs and chest as wide as you can. Hold your breath.... Feel the tension in your lungs and chest as you keep holding

your breath.... Hold your breath until you can't possibly hold it any longer and then exhale...and relax....

"Now focus on your stomach muscles. Take a deep breath in, trying to keep your shoulders relaxed, and tighten all of your stomach muscles... Keep holding your breath as you squeeze the muscles.... Keep holding...now exhale and release the muscles.... Feel your belly, soft and relaxed. Feel your stomach muscles expand more freely as you inhale and feel the muscles of your back sinking into the floor (if the children are lying down) or sinking toward the back of the chair (if they are sitting in chairs) as you exhale....

"Now focus on your legs. As you inhale tighten all of the muscles in your upper legs, your thighs. Hold onto the tension and keep squeezing.... Feel how uncomfortable it is to keep squeezing.... Remind yourself that you are in control, and, whenever you are ready, exhale and relax the muscles in your legs.... Now focus on your lower legs. Point your feet (if children are lying down) or lift your heels off the ground (if children are sitting in chairs) and tighten the muscles in your lower legs, your calves.... Keep squeezing; keep holding onto the tension.... Take a deep breath in, hold your breath...hold your breath...now exhale, relaxing your muscles.... Now flex your feet, so your toes point up toward the ceiling (if children are lying down) or lift your toes off the floor (if children are sitting). Feel the tension in the muscles across the front of your lower legs, your shins. Keep flexing your feet (or lifting your toes) and concentrate on the muscles of your shins....

"Now take a deep breath in, hold your breath...hold your breath...and exhale and relax your muscle.... So all of the tension has now been released from your head, your neck, and your shoulders. No more tension in your arms, your hands, your chest, or your legs. Any tension left anywhere in your body is now in your feet, where you gather it up and let it go. Curl your toes under and tense all of the muscles in your feet. See if you can keep the rest of your body completely relaxed.... Keep squeezing and holding the tension in your feet.... Feel how uncomfortable it is to keep squeezing.... Remember you are in control of the tension. Take a deep breath in. Hold your breath, and get ready to let go of the tension.... Keep holding your breath...when you're ready, exhale.... Release the tension and feel your whole body relaxed and refreshed.... In a few moments I will ask you to open your eyes and stretch.... I am going to count backwards, and, when I get to 1, I want you to open your eyes and sit up.... 5...4...3...2...and 1. Open your eyes; sit up straight and stretch. Feel your body relaxed and your mind refreshed, and ready to _____." (Fill in the blank: for whatever is next, to return to class, to start learning again, etc.)



Activity 13B, Energy Modulation: Guided Imagery: Variation A:

Suggested Monologue — A Walk through Nature

"Feel the ground underneath you and see how much you can give in to gravity; and let the floor (or chair or desk) support your body.... Take three deep breaths, feeling your body relax more with each breath.... Now imagine you are outside in nature in a safe and comfortable place. Feel the warmth of the sun on your face and skin.... You may feel a soft breeze. Look around you. What do you see...? Notice what plants or trees are around you.... Try to find a butterfly. Notice how large or how small the butterfly is.... What colors or patterns do you see on the butterfly's wings...? See if you can follow the butterfly around as it flies. Watch how high it goes.... Watch how low it swoops.... Now imagine that the butterfly leads you to a hammock tied between two trees. Imagine you are walking over to the hammock and climbing into it.... Try to feel the cloth of the hammock across your back and let all your muscles relax as the hammock supports you.

Feel the hammock gently swaying. Feel yourself relaxing.... The more you sway in the hammock, the more your body relaxes.... As you sway in the hammock, feel the warmth of the sun on your face and skin. Look around at the plants and trees.... You may catch a glimpse of a butterfly.... As you stay relaxed, realize that in a few moments you will need to get out of the hammock and return to this (pick one: class, home, or room). I am going to count backwards, and, when I get to 1, I want you to open your eyes and slowly sit up.... 5...4...3...2...and 1. Open your eyes, sit up, and stretch. Feel your body relaxed and your mind refreshed, ready _____. (Fill in the blank: for whatever is next, to return to class, to start learning again, etc.)



Activity 13B, Energy Modulation: Guided Imagery: Variation B:

Suggested Monologue for Open-Ended Guided Imagery

"Once you are comfortable, begin to pay attention to your breathing.... Close your eyes and picture a flight of stairs consisting of ten steps. Imagine that you are going to walk down these steps while I slowly count to ten. With each step down, you feel more relaxed, your body feels like it is sinking into the ground, and your breathing gets deeper and easier. Ready... (count very slowly to 10, pausing between each number, and giving cues to become more and more relaxed as you count) 1...feel your body begin to sink into the ground. 2...3..., your arms and hands feel so heavy you cannot lift them. 4...5..., your face feels wide and relaxed. 6...7..., as you breathe out you feel your body spread out and melt into the ground, 8...9..., all you are aware of is your breathing and my voice, and 10. As you reach the bottom of the steps, you feel completely relaxed and easy.

"In your mind's eye, look around and you will see a beautiful door that invites you to open it. As you reach for the doorknob, you know that you are going to find a very special place when you open it. You open the door and walk through. You are now in a place where you feel completely safe and relaxed. Look around and see what your safe place looks like. Is it inside or outside? Look around. What kind of spot is it? Are you out in nature, like in the woods, or mountains, or a beach, or are you inside, in a room you know, like your bedroom, or living room or grandparents' house? What does it look like in your special safe place? Are there special colors or things there that make you feel good? Are there any sounds that you enjoy listening to? What temperature is it? Is it sunny and warm, hot by a crackling fire, or cool and breezy? Take some time to look at and feel your special place.... Where do you want to be in this place? Find a spot for yourself. Are you lying down, sitting on something, (etc.) Is there anyone with you? Where are they? Everything in this space feels relaxing and safe to you. As you look, listen, and feel, you know that this is such a special place and you will remember it always. Take some time to enjoy relaxing here. (Pause for a minute or longer, depending on the attention of your group.)

"Soon it will be time to go back to (school, home, etc.). Take a last look around you. When you leave this spot, the relaxed feeling you have will stay with you. Ready. In your mind's eye, you stand up and open the door to the staircase. I am going to count backwards from ten to one as you walk up the stairs. As I count, you will find yourself getting ready to get up. 10...9...8...you can feel your heart beating, and you become aware of your body lying there relaxed. 7...6...5...you start to hear sounds in the room like the clock or other people breathing. 4...3...2...your breathing gets a little faster, and you are getting ready to open your eyes. 1, you are back where we started. Everyone take a deep breath, stretch through your whole body, and sit up.

"You feel refreshed and relaxed. From now on, every time you think of your special place, you will feel relaxed immediately. You can go there in your mind's eye any time you feel stressed or upset."



Note to Parents: Any one of these relaxation techniques is a great activity to incorporate into your children's bedtime routine. The children can practice it while lying comfortably in their own bed. For added comfort, a pillow may be used underneath the knees as well as underneath the head. Baroque or new age music selections are very effective. Many stores feature music lines specifically made for relaxation practices. Set aside time so you and your child/children can focus exclusively on relaxing. Unplug the phone, and don't let anyone or anything interrupt you.

If you try the progressive technique, you can focus on particular areas of the body to relax, like arms and hands only, or talk the child through progressively releasing muscle tension from the whole body, from head to toe. You can participate by contracting/releasing the muscles in your own body as you say the monologue.

If you or your children feel more comfortable with guided imagery, you can use one of the approaches given, or you can find inspiration for imagery ideas from bedtime stories you have just read, from children's movies, from professional scripts (e.g., Allen & Klein, 1996), or from your own imaginations. Imagery themes can also utilize affirmative messages, like encouraging a child to let go of anxiety about a test the next day and to visualize seeing the exam sheets and knowing all the answers.

Some children, who have difficulty falling asleep, find it helpful to have a relaxation tape. You can make one for your child, designed with his/her needs in mind. Find out what music and what style of relaxing works best by getting feedback from your child.



Parents Summary about Self-Control and Stress Management: The importance of the role of the family in establishing self-control cannot be over emphasized. From early childhood on, parents can help children learn to delay gratification and find positive ways to settle themselves when upset. The ability to resist impulses is one of the fundamental skills needed for violence control. In a study done at Stanford University in the 1960's, four year olds were offered two marshmallows as a treat if they could wait until the researcher went on an errand. For those who could not wait, they could have only one treat, but they could have it right away. These four-year-olds were studied again when they were graduating from high school. The differences between the group that could wait versus the group that needed immediate gratification were significant. The group that could wait as preschoolers was described as "...more socially competent, personally effective, self-assertive, and better able to cope with the frustrations of life. They were less likely to go to pieces...they embraced challenges and pursued them instead of giving up even in the face of difficulties. They were self-reliant and confident, trustworthy and dependable ...And, more than a decade later, they were still able to delay gratification in pursuit of their goals. The third or so who grabbed for the marshmallow, however, [needing immediate gratification] tended to have fewer of these qualities, and shared instead a relatively more troubled psychological portrait" (Goleman 1994, pgs. 81-82).

Some activities for improving impulse control will be explained in the following chapter. But self-settling is part of impulse control. In order to delay gratification, children need to learn to use self-talk, and to not let enticing things get them over-excited. (There are adults who have trouble with these skills as well.) It takes practice to build character, and this practice needs to happen at home as well as at school to make a change in society as a whole.

RELAX



Try these strategies for getting rid of stress:

1) ABDOMINAL BREATHING



2) TELLING YOUR BODY TO RELEASE TENSION



3) FEELING MUSCLES RELAX



4) PICTURING A SAFE PLACE



Violence Prevention through Movement

Self-Control and Stress Management Unit: 4 B's

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement curriculum, your child's class has been working on a unit about Self-Control and Stress Management. A frequent cause of violence is over-arousal, either by a bully who is aroused in anger, a classmate who is over-excited and loses control, or a victim who is aroused or frozen in fear. Improved impulse control and decreased anxiety are the main goals in this unit. Several separate skills are taught that are then put together in a special movement phrase called the **4B's of Self-Settling**.

The first skill involves learning the difference between high energy that is in control versus high energy that is out of control. **High energy, in control** is defined as:

1. Being able to move without crashing into people or things.
2. Watching where you are going at all times.
3. Being able to stop your movement at any time and still remain balanced.
4. Choosing to monitor yourself and not hurt yourself and others.

The next skill is learning **Abdominal Breathing**. The stomach and chest rise together when breathing in, and sink when breathing out. Abdominal breathing is a key element in relaxing or slowing down. Many children who have difficulty calming down do chest breathing; their chest rises, but their stomach contracts or shrinks. Chest breathing keeps one agitated.

We also work on recognizing **early body signals of excitement**. Some children feel their heart rate increase; others feel their ears or cheeks getting hot, etc. We use the image of temperature rising in a thermometer to indicate higher arousal. The class has learned the **4 B's** as a concrete way to calm down when excited or agitated. The 4 B's are a four-part movement phrase that involves:

1. Catching the energy and putting on the **BRAKES** by pushing the heels of your hands against one another.
2. **BREATHING** slow, calming breaths while lifting your arms overhead.
3. Resting your hands on your head while telling your **BRAIN** you can calm down.
4. Putting your hands on your chest and feeling your **BODY** calm down.

(See accompanying handout on this important strategy.)

Please help your children at home:

- Practice abdominal breathing. Abdominal breathing is easiest to do while lying down. If this is difficult for your children, put your hand on their stomach, push gently as they breathe in, and ask them to push their stomach against your hand. Once this is mastered, have them practice this breathing sitting and standing. Everyone in the family can use it when things are getting wild, but practice it first when things are calm.
- Explore what signals your child feels when s/he is getting agitated. In terms of agitation, the earlier in the cycle you intervene, the easier it is to calm down.
- Ask your child to demonstrate the 4 B's and have everyone practice it.

Feel free to contact me with questions on this unit. Please share feedback.

Sincerely,



Violence Prevention through Movement

Self Control and Stress Management Unit: 4 C's

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention Through Movement curriculum, our class continues to work on **Self-Settling and Stress Management**. We are using the **4 B's** and **abdominal breathing** regularly as a way to self-settle. One goal we have is for the children to begin to initiate these strategies on their own. Sometimes, once children become familiar with self-calming strategies, they intentionally choose to do them wrong and stay aroused or excited. When done correctly, the 4 B's do help people calm down. The children are directed to do the technique correctly. They sometimes need to take a time out or are asked to have an attitude adjustment, using self-talk to help them obtain this.

We did an interesting activity showing the power of **self-talk**. A child holds one arm out and while saying to him/herself, "I am weak, I am weak" over and over; a partner uses two fingers and tries to push the child's arm down. After shaking the arm out, this is repeated, but this time the child says to him/herself, "I am strong, I am strong." The messages we give ourselves make a big difference; people are stronger when they tell themselves they are stronger. Self-talk is a strategy used throughout this curriculum.

Interestingly enough, some children have trouble staying both calm and activated for a sustained amount of time. Calm energy feels like going to sleep to them. We practice maintaining a sense of **alert calmness** by using the image of being rooted to the ground and having the roots bring energy to the rest of the body. Once the children experience this sense while standing in place, we try traveling while maintaining the same feeling.

Our discussions about **energy activation** bring up the difficulty some children have energizing in the morning or other key times in the day. Strategies for energizing are:

1. Stretch fully through the body.
2. Take deep breaths.
3. Tell myself, "I can speed up."
4. Speed up my movement.

In addition, we have learned a new technique called the **4 C's of Controlled Concentration**, used for developing concentration and attention span (see handout). We have practiced doing this for one, two, and three minutes. We use the same sense of being rooted (described above) to create a sense of calmness and wellbeing. Daily practice can have a long lasting, positive effect on attention span.

Please help your children at home:

- Discuss the importance of self-talk, and experiment with it. Try the activity described above and also practice using positive messages in different situations at home. Some examples might be: when someone is nervous about a test at school, frustrated by his/her inability to do homework, stressed about something at work, etc.
- Discuss the strategies for energy activation, and remind your child to try them when needed.
- Practice the **4 C's** at home. You may need to stand or sit near your child and do it at the same time, to help him/her succeed. Try it for just one minute at first. Increase only when one minute is regularly successful. Give positive feedback for all attempts.

Feel free to contact me with questions or comments.

Sincerely,



Violence Prevention through Movement

Self-Control and Stress Management Unit: Relaxation Techniques

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, we are continuing the unit on Self-Settling and Stress Management. In addition to the 4 B's and abdominal breathing, our class has been working on **relaxation techniques**. One of the relaxation strategies, guided imagery, uses abdominal breathing and images of heaviness to relax deeply. Once relaxed, the children go on an imaginary journey to a place that is calm and safe for them. They explore this place in their mind, first discovering what type of environment they are in, for example, indoors (bedroom, living room, etc.) or outdoors (woods, ocean, garden, etc.). Then they explore sensory input such as colors, sounds, and smells. Lastly, they explore what things are with them, such as stuffed animals, favorite pets, a special person, etc. After relaxing, the children are invited to draw a picture of their special place. Not all children are able to relax deeply; however, most children still have an image of a relaxing place. Each child's efforts are acknowledged.

We have been using the images of these relaxing places to help us calm down. It works in much the same way as counting to ten does in controlling anger, or other impulses, but it can work faster. With practice, an immediate wave of relaxed, pleasant feelings sweeps over you as soon as you think of **your calming image**. To master this takes practice. In class, we are using this image during transitions and/or other stressful times.

Our goal is for the children to begin to initiate the use of whatever calming strategy best helps them, abdominal breathing, the 4B's, relaxation, the 4 C's or using a calming image. Each child should have one or more techniques that s/he feels comfortable with. Sometimes a nonverbal sign, to cue each other to use one of these strategies, is helpful and less confrontational than verbally directing someone.

Self-talk is important in all these strategies. The messages we say to ourselves inside our heads strongly affect the outcome of what we do. When individuals feel themselves getting aroused, the internal message, "I can calm down, I will do ____" (whatever strategy they choose) is an important part of that strategy working.

Please help your children at home:

- Ask your child if s/he is willing to share his/her special image with you and use it at home. Agree on a signal that anyone in the family can use to cue anyone else. This includes children cuing parents.
- Have the person who needs to relax use the self-talk message, "I can calm down, I will do ____" (whatever strategy s/he chooses).
- Help your child experiment with self-talk messages for all kinds of situations. Talk about the messages you give yourself at work or at home when you are nervous about something or when you find yourself in a conflict with someone. Try giving yourself positive messages and then see if your child is willing to try it when they are getting overwhelmed, e.g., with homework.

Please try any of the above activities at home and feel free to contact me with feedback or questions.

Sincerely,

Violence Prevention Through Movement Curriculum

Self-Control and Stress Management Unit

Lesson Plans on Energy Modulation

LESSON ONE – High Energy in Control and Abdominal Breathing

TIME	ACTIVITY	NOTES
10	Statues: Holding Shapes (Activity 1)	
10-15	Introduction to Self-Control (Activity 3)	
10-15	Learning Abdominal Breathing (Activity 4)	Challenge class to practice breathing to calm down during the week.
10-15	Stretch cloth activity: excited play followed by breathing to calm down.	Choose something exciting like the Fish Game (see Chapter Eight – Using Props).

LESSON TWO – Energy Zones

10-15	Statues: Freezing and Melting	Check in on abdominal breathing.
5-10	Energy Zones (Activity 6). Let the activity lead to the need to stop short at times before you can calm down.	Discuss how to calm down. 1. Breathing 2. Tell yourself to slow down 3. Slow your movements down
15	Putting on the Brakes – Part 1 or 2 (Activity 7A or 7B). Let the activity lead into learning “Brakes” and “Breathing” of The 4 B’s of Self-Settling (Activity 8).	Goal is to get children to feel the need to add tension to their bodies in order to stop short and then to feel the discomfort. The discomfort leads to breathing, which releases the tension.

LESSON THREE – The 4 B’s

5-10	Energy Modulation in Place/The Storm (Activity 5)	
15	Self-Talk - “I am Strong” (part of Activity 8) See page 51 for a description of the third B (Brain) of the 4 B’s activity.	Discuss how self-talk influences your strength, your feelings, your excitement level, etc. Send home the letter on the 4 B’s.
15	The 4 B’s of Self Settling (Activity 8)	Challenge the children to use the 4 B’s

LESSON FOUR – The 4 B’s (con’t.)

5-10	Review 4 B’s.	How is the Challenge coming along?
5-10	Let children act wild in place and then calm down using the 4 B’s.	
5-10	Let children act goofy, moving around the room, and then calm down using the 4 B’s.	
15	Stretch cloth activity; alternate with 4 B’s	Choose the Fish Game or Pulling Game

Violence Prevention Through Movement Curriculum

Self-Control and Stress Management Unit

Lesson Plans on Focusing

LESSON FIVE – The 4 C's

TIME	ACTIVITY	NOTES
10	Movement warm up	Stopping Together (Chapter 3, Activity 5)
10-25	The 4 C's of Controlled Concentration (Activity 9), done while standing, followed by sharing about their experiences.	Make sure children feel connected to the ground first and then start the timing; practice 1-2 minutes.
5-10	Making Waves (Empathy Activity 9)	Or stretch cloth, if you prefer

LESSON SIX – Maintaining Calmness

5	Do the 4 C's for 2 minutes while standing	Ask class to practice 4 C's everyday; send the 4 C's letter home
5-10	Discuss calm alertness: What does it look like? What does it feel like?	Elicit feeling centered, in control, calm, aware of what's going on, etc.
10	Have children experiment with different ways of moving around the room while maintaining sense of calm alertness	
10	Discuss energy activation: How do you activate?	1. Stretch fully through the body. 2. Take deep breaths. 3. Self talk: "I can speed up." 4. Speed up movement.
10	Use stretch cloth for calm moving and activated moving	

LESSON SEVEN – Review

5	Do the 4 C's for 2-3 minutes while sitting	
5	Check in: How is daily practice of the 4 C's coming along?	
10	Direct children to move through the room, using activation strategies to energize and the 4 B's to calm down	Ask children to practice energy control at home and at school in different situations, e.g., getting up in the morning or doing homework.
10	Discuss Self-Talk and its importance in self-control	Explore how children and adults can use Self-Talk in different situations.
10-15	Introduce new unit	E.g., Ignoring or Resisting Temptation

Violence Prevention Through Movement Curriculum

Self-Control and Stress Management Unit

Lesson Plans on Relaxation & Guided Imagery

LESSON EIGHT – Review (con't.)

TIME	ACTIVITY	NOTES
5	Do the 4 C's for 2-5 minutes while sitting or standing	
5-10	Check in: How is the practice on calm alertness and activating coming along?	
20	Activities in new unit continue	
10	Review Self-Talk. Discuss how getting excited or over-activated feels	Explore the inner sensations that tell children when to do the 4 B's

LESSON NINE – Guided Imagery

5 - 10	Talk to class about how calming images can be used to settle down very quickly.	Use the image of a herd of deer leaping across a field at sunset as one example of a relaxing image. Relaxing images create feelings of peacefulness and calmness. They can be used to help one sleep or calm down when agitated.
10-15	Relaxation Techniques - Guided Imagery	Children need to be in their own space, lying on their back or leaning against a wall, sitting. Eyes are closed. Relaxing music can be used as an aid (see Chapter Eight - Using Props for music suggestions).
10-15	Have children draw a picture of their special place.	If time permits, allow them to share their images; encourage children to use images during the next week.

LESSON TEN – Guided Imagery (con't.)

5-10	Discuss how children used images during the week.	
10-15	Relaxation Techniques - Guided Imagery	Send Relaxation Techniques letter home.
10	Review self-talk and how children can tell when they need to use their relaxing image.	
10-15	Introduce activities from a new unit.	

Self-Control & Stress Management Unit / Cross-Reference Chart

ACTIVITY	pg. #	Grade Level	Space	People	Time	Issues
SELF-CONTROL & STRESS MANAGEMENT		P=Preschool K=Kindergarten 1-12=Grade A=Adult	S=Small M=Medium L=Large	P=Partner S=Small Group C=Class Group	Minutes	AS=Attention Span SE=Self Awareness BI=Body Image TT=Turn Taking E=Empathy AM=Anger Management IC=Impulse Control SA=Spatial Awareness VF=Verbalize Feelings CR=Conflict Resolution FT=Frustration Tolerance
Statues, Holding & Freezing/Melting	37	P - 3	M, L	P, S, C	10-15	SA, SE, IM, AS, BI
Introduction to Self-Control	40	K - 5	M, L	P, S, C	10-15	SA, SE, IC, BI, AM, FT
Abdominal Breathing	41	K - A	S	P, S, C	10-20	SE, IC, BI, CR, AM, FT
The Storm/Modulation in Place	43	K - 4	S	P, S, C	10-15	SE, IC, BI, AM, FT
Energy Zones	44	K - 3	M, L	P, S, C	15-20	SA, SE, IC, BI AM, FT
Putting on the Brakes - Part One	48	K - 6	L	P, S, C	10-20	SA, SE, IC, BI AM, FT
Putting on the Brakes - Part Two	49	K - 5*	S	P, S, C	5-10	SE, IC, BI, AM, FT
The 4 B's of Self-Settling	51	P - A	S	P, S, C	15-30	SE, IC, BI, CR, AM, FT
The 4 C's of Control Time	55	K - A	S	P, S, C	10	SE, IC, AS, BI, CR, FT
Sitting in Stretch Cloth	59	K - A	M	S, C	10-15	SA, SE, IC, BI, AM
Standing in Stretch Cloth	61	K - A	M	S, C	10-20	SE, IC, BI, CR, AM, E
Storm in the Stretch Cloth	63	K - 2	M, L	S, C	5-10	SE, IC, BI, AM, FT
Relaxation Techniques	64	K - A	S, M	P, S, C	5-15	SA, SE, IC, BI AM, FT

ACTIVITY	pg. #	Modality	Type of Mvmt	Energy	Teaching Method	Props
SELF-CONTROL & STRESS MANAGEMENT		C=Classroom F=Family T=Therapy	G=Gestural FBP=Full Body in Place T=Traveling	L=Low M=Medium H=High	M = Mvmt W=Worksheet H=Handout C=Challenge D=Disc.	M=Music S=Scarves P=Percussion SS=Stretch Sack SC=Stretch Cloth D=Drawing Materials
Statues, Holding & Freezing/Melting	37	C, F, T	FBP, T	M	M	P (optional)
Introduction to Self-Control	40	C, F, T	FBP, T	H	M, D	
Abdominal Breathing	41	C, F, T	FBP	L	M, D	
The Storm/Modulation in Place	43	C, F, T	FBP	L, M, H	M, D	P (optional)
Energy Zones	44	C, F, T	T	L, M, H	M, D, W, H	P (optional)
Putting on the Brakes - Part One	48	C, T	T	H	M, D	
Putting on the Brakes - Part Two	49	C, F, T	G, FBP	H	M, D	
The 4 B's of Self-Settling	51	C, F, T	G, FBP	H to L	M, D, H, C	
The 4 C's of Control Time	55	C, F, T	FBP	L	M, D, H, C	
Sitting in Stretch Cloth	59	C, F, T	FBP	L, M, H	M	SC, M
Standing in Stretch Cloth	61	C, F, T	FBP	L, M, H	M, D, H, C	SC
Storm in the Stretch Cloth	63	C, T	FBP	H	M, D	SC
Relaxation Techniques	64	C, T	FBP	L	M, D	

Awareness of & Response to Tense or Dangerous Situations

This chapter covers three key skills of violence prevention: the ability to ignore provocation or distraction, the ability to sense and respond to tense or dangerous situations, and the ability to tell which of the two skills is needed in any given situation. Activities for developing these skills are divided into the following sections: alerting the senses to early warning signs in the body that signal potential danger, increasing the ability to scan the environment to check for safety, and ignoring provocation. A summary of each section follows.



Alerting: Alerting the Senses to Early Warning Signs in the Body that Signal Potential Danger

- › Learning to pay attention to inner body cues and increasing children's ability to use their senses.
- › Learning what early warning signs are and developing awareness of individual body cues.
- › Learning how early warning signs can be used in prevention.
- › Learning to trust the body's alerting system.
- › Illustrating that different people interpret the same cues differently.
- › Learning that further checking may be needed to tell whether or not someone is friendly.
- › Increasing the ability to think and move in scary situations.
- › Improving the timing needed for protective interventions.



Scanning: Increasing the Ability to Scan the Environment

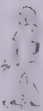
- › Increasing children's ability to attend to others and increasing their awareness of others.
- › Developing the ability to move with control and scan the environment at the same time; increasing observation skills.
- › Learning multi-focusing skills.
- › Improving attention span and impulse control.
- › Improving the ability to move from an inner focus to an outer one.



Ignoring: Ignoring Provocation

- › Developing individual focusing strategies to use under duress or provocation.
- › Developing individual focusing strategies to use for class work.
- › Increasing ability to evaluate situations after alerted to determine if action is needed.
- › Learning to refocus on the task at hand when things are safe.
- › Learning to ignore distractions and provocations that do not interfere with one's safety.
- › Learning to use positive self-talk to aid in ignoring skills.
- › Developing and practicing various ignoring strategies using the "ABC's of Safe Ignoring."
- › Connecting the ability to ignore with the ability to resist temptation.

Awareness and Response to Tense or Dangerous Situations Activity and Handout List

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Alerting: Alerting the Senses to Early Warning Signs in the Body that Signal Potential Danger

Purpose:

- › Increase inner focus and reliance on body cues.
- › Develop awareness of how and where one feels his/her early warning signs.
- › Help children key into their senses and to recognize some of the non-visual cues that they use that alert them to potential danger or make them aware of stimuli in the environment.
- › Develop trust in their alerting system.

Discussion Topics:

- › What are early warning signs? How do they help us? Talk about the role early warning signs have in keeping us safe.
- › Have children discuss their own early warning signs after doing Activities 2, 3 & 4. Try to get them to be specific about where in their body they felt the “uh-oh” feeling.
- › If time permits, have children share times they have felt their early warning signs as long as it is not private.
- › How did you scan the environment and still keep track of yourself in space?
- › How does the skill of scanning relate to violence prevention?
- › What are different strategies that work for ignoring?
- › Have children share the strategies they use and what works best for them.
- › In what situations is ignoring a good idea? When is it not so good? What is important to pay attention to?
- › What distracts you in the classroom? What types of situations provoke you in class, on the playground, at home?
- › What would enable you to stay focused on what you are supposed to do?
- › How do you ignore something that is not dangerous but seems like it is unfair? What do you say to yourself?
- › What is the difference between tattling and reporting danger?
- › What does ignoring have to do with resisting temptation? What temptations do you encounter?



Activity 1, Alerting: Alerting the Senses

Overview: Part of the class sits, eyes closed, with a large space bubble around each person. Another part of the class tries to sneak up on the sitting classmates. The sitting children open their eyes and check every time they think someone is coming into their space. The sneaking classmates then walk away. Everyone gets to try both roles. Sometimes there is an observer role too.

Time needed: 15 - 20 min.

Ages: K - Adult

Space needed: Large

Purpose:

- Increase trust in the body's alerting system
- Increase impulse control and self-control
- Increase awareness of senses and how they help you become aware of stimuli in environment
- Develop respect for other's personal space
- Increase ability to be close to others without touching them

Discussion Topics:

- › How did you know someone was coming? What senses did you use?
- › Did anyone successfully sneak up on someone without their sensing it?
- › How did it feel to sneak up?
- › How did it feel to be sitting with your eyes closed?
- › What did the observers see?

Activity Description:

- › Decide on whether to divide your class into two or three sub-groups. If they have a lot of trouble with impulse control, three smaller groups will work best, with one group rotating as observers.
- › Have one group spread out on the floor as far away from each other as they can but not so close to a wall that the people sneaking up will be unable to approach from any direction.
- › This group should sit up with legs crossed, hands open on laps, head upright, and eyes closed.
- › Once the first group is ready, the second group, with their shoes off, begins to walk as quietly as they possibly can. They can approach from any direction and any height. They can stand still next to someone and gently move their arms, BUT they cannot touch the people they are sneaking up on. They must keep their hands and bodies far enough away so that they cannot even touch a hair that might be sticking up. This is a very important safety rule.
- › Anytime the children sitting with their eyes closed think someone is approaching or nearby, they should open their eyes and check. The moving person then needs to move on. If the sitting children do not open their eyes, the mover has the choice of staying by that person longer or moving on.
- › Since the sitting people can check their surroundings any time they want, there is really no cheating. This means that someone who is too uncomfortable to keep his/her eyes closed is not cheating. This may frustrate the "sneaker-uppers" but it is not cheating.
- › The observers, if there are any, should watch the sitters to see who can tell right away that someone is coming and who cannot. They should also watch the approachers to see what approaches work best to keep from being detected. The observers can also watch out to make sure everyone is being safe and keeping their hands and bodies in their own space. You will find that most groups have a hard time not giggling after a few minutes of doing this activity.

- › Switch roles so that everyone has a turn at each role.
- › Discuss how people felt about the activity and what senses they used to detect the approachers. Responses could include feeling heat from people as they approached, hearing them, feeling breezes or shifts in air, seeing shadows as people passed in front of closed eyes, and getting a prickly feeling that just made them look. Try to get them to look for things in addition to sound. How did you know someone was coming? What senses did you use?
- › Ask if anyone was successful at sneaking up on someone without their sensing it. How did it feel to sneak up? How did it feel to be sitting with your eyes closed? What did the observers see? This processing is important. Connect the activity to the theme of being aware of danger.
- › This is also fun for teachers to try and is informative for teachers to observe. It is an activity that is worth repeating if time in the curriculum permits.



Note to Parents: This activity can be done outdoors on a lawn as well as inside if there is enough room. You do not need to have more than two people to do this, although it is more fun with a group. At home, you can structure the activities so the people with their eyes closed are in different parts of the house. Keep it fun. Its purpose is to help children realize that many senses give them information that help make them safe.

Activity 2, Alerting: Breaking Balloons

Overview: Children pretend to blow up imaginary balloons. The balloons are large and the children keep blowing until the balloon is about to burst, at which point they try to feel where in their body they feel anxious.

Time needed: 5 - 15 min.	Ages: K- Adult	Space needed: Small
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Props: Early Warning Signs Flowchart

Purpose: To become aware of where and how one feels early warning signs in one's body

Discussion Topics:

Prior to the activity:

- › Discuss early warning signs, how they help us and how they are different for different people. Talk about the role early warning signs have in keeping us safe.
- › Ask if anyone has had a scary situation in which they sensed something was not quite right before it happened. If time permits, you may want to have students share some of these.

After the activity:

- › Could the children really picture the balloon getting bigger and bigger?
- › What did their bodies feel like as the balloon got close to bursting?
- › Can they be more specific as to where in their body they felt the “uh-oh” feeling?

Activity Description:

- › Discuss early warning signs. Have students share their thoughts on these signs. Allow them to share experiences where they might have these signs in their bodies. Make sure the children do not share anything too personal. If they start to do so, encourage them to talk to you about it after class.
- › Talk about blowing up balloons. Discuss how one's anxiety might build as a balloon approaches bursting.
- › Have the students spread out in the room and close their eyes while standing.
- › Talk them through a few minutes of settling and breathing. Then have them imagine they have a big balloon to blow up.
- › Tell the students to blow up their imaginary balloon until it is full enough to burst. Then have them keep on blowing while they try to sense where and how they feel tension or unease in their body.
- › Discuss the experience, trying to get the students to be as specific as they can.
- › You may want to repeat this more than once to elicit better feedback.
- › Discuss how this awareness of early warning signs can now help them become aware of when they might be in danger. Use the Early Warning Signs flowchart to clarify discussion points.
- › Present the following options in response to their early warning signs: 1) Check out the situation; 2) Get help or try a pro-active strategy if there is something threatening; 3) Refocus on what is needed if the situation proves to be a distraction that doesn't concern them; and 4) Decide whether to face a challenge depending on what their early warning signs tell them.



Note to Parents: This activity is easy to do anywhere and provides a way to stimulate discussion around the topic of early warning signs and the ways children can use them to help keep safe.

EARLY WARNING SIGNS



→ “Uh-oh Feelings” ----->

goosebumps, hair standing on end, stomach jumpy, hands clenched, feet wanting to run, heart pounding, jaw clenched, legs shaky, hands trembling, face or ears feeling hot, eyes and ears alert like antennae, skin prickly, feeling cold...



Checking for Danger

1. Do you have a choice in the behavior?

YES, you're choosing to try something exciting or adventurous.

NO, you're feeling a threat or pressure to do something.

2. Is there a time limit?

You have time to think about what to do.

There is a set time for the event to end (like being on a roller coaster ride).

You have to make a decision immediately.

3. Are you in control?

YES, you can stop anytime.

NO, someone else has control and is using force, pressure, or threats to get you to do what they want.

→ Go for the Adventure

Go for Help or Try a Pro-Active Strategy ←

Activity 3, Alerting: Friendly or Not, Here I Come

Overview: Children stand with their backs to the teacher at one end of the room. The teacher then approaches the class from behind in many different ways. The class is told to guess whether the approach is friendly or not.

Time needed: 5 - 15 min.	Ages: 1st grade - Adult	Space needed: Medium
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Props: Who Can I Talk to if I Don't Feel Safe Worksheet

Purpose:

- Develop awareness of early warning signs and the non-visual cues children use that alert them to these signs
- Learn that we have to check sometimes to tell whether or not someone is friendly
- Illustrates that different people can interpret the same cues differently

Not necessary for everyone, this is one to do if there is time. Brings up interesting discussion.

Discussion Topics:

Prior to the activity:

- › How do you think you can tell if someone coming from behind is friendly?
- › What cues do you think will tell you that?

After the activity:

- › How did what you thought before doing this activity change or stay the same?
- › Does everyone interpret cues the same way?

Activity Description:

- › Discuss the different signals students think they use to tell if someone approaching is friendly or not. Discuss what happens when there are no visual cues.
- › Have part or all of the children stand at one end of the room facing away from you. Any remaining children act as observers.
- › Approach the group from behind, deciding ahead of time whether you have friendly intentions or not. Use different approaches such as fast, slow, on tiptoe, loud, straight, curvy, smiling, sneaky. Be obvious sometimes and subtle at other times. How accurate were your students in predicting your intentions? How did they make that decision?
- › You can also vary who approaches the students. Students can pair up for this activity once you have done it as a group a few times.
- › Discuss how they interpreted the various approaches and how their interpretations were wrong some of the time. What does that imply about real life situations? Warning signs should be taken seriously. Just because a stranger seems friendly doesn't mean they are. It is better to be rude than to be hurt. Did everyone interpret cues the same way?
- › Did the activity change their way of thinking, or did it stay the same?
- › Have the students fill out the Who Can I Talk to if I Don't Feel Safe worksheet. Go over safety rules. Points to cover include: everyone has the right to feel safe, other people have the right to feel safe around us, and if telling one adult does not work, find another to tell.

 **Note to Parents:** It is amazing how easy it is for young children to think anyone who smiles and talks to them nicely is safe.

When one of my children was in second grade (old enough to know better, I thought) he came inside from playing and headed toward the basement. Since our basement does not have a playroom, I questioned him. He wanted to get my husband's "sword," a large knife my husband had purchased as a souvenir in India. This was not a toy, and I asked my son what he wanted with it. "Well," he said, "there's a man outside I've been talking to and he wants to see it." I was very concerned that he had been talking to someone he didn't know. Certainly, we had been through the safety rules hundreds of times. The man had expressed interest in something my son thought was fascinating, and safety rules just didn't enter his mind. When I went out to see who this man was, he was gone. We again talked about strangers and why an adult might approach a young child.

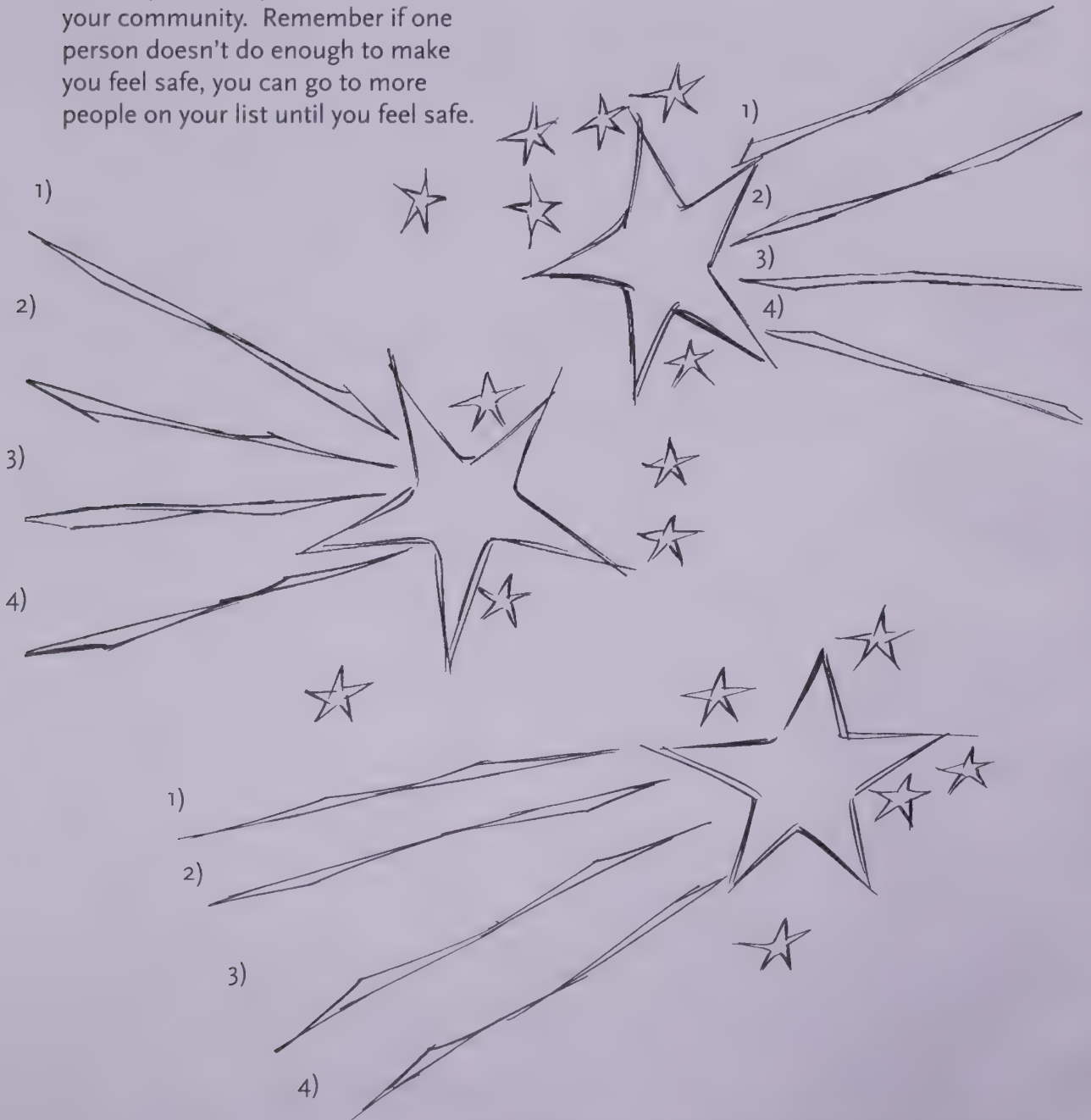
Supervision of young children is still important, no matter how many activities and discussions on safety you may have.

Awareness of Danger

Who Can I Talk to if I Don't Feel Safe?

If I'm feeling scared, if I'm in danger, if something awful happened to me, if I have a problem, there is always someone I can talk to.

Write the names of 4 people you trust in your family, at school, and in your community. Remember if one person doesn't do enough to make you feel safe, you can go to more people on your list until you feel safe.





Activity 4, Alerting: One Step Closer

Overview: Children approach a partner who stops them at a distance that feels safe or comfortable (as in the Approach and Stop Activity in the Space unit). The approachers are then instructed to close their eyes and imagine their partner taking one more step toward them. They are then instructed to open their eyes and have their partner actually take that step. Finally, they compare the feelings they had in the imagined situation with those they had in the real situation.

Time needed: 15 - 30 min.	Ages: K - Adult	Space needed: Medium
Props: Early Warning Signs worksheet		
Purpose: To become aware of personal early warning signs in the body		
Good for everyone. Powerful way to work on early warning signs.		

Discussion Topics:

- › How did it feel when you imagined your partner taking one step closer versus when your partner did take that extra step?
- › Where in your body did you feel anxious or did your body signal you that someone was too close for comfort?

Activity Description:

- › This activity begins just like Spatial Needs Activity 1: Approach and Stop. It assumes you have already done this activity during the Space unit and have discussed differences in spatial preferences between class members.
- › Divide the class in half and create two lines of children who face each other on opposite sides of the room. In very large classes, form two manageable groups to participate, and have the remaining children act as observers. Then rotate roles.
- › One line is designated as the “movers.” The other line is designated as the “bosses.”
- › Students are told that when the facilitator says “Go” the movers are to walk in a straight line toward their partners (the bosses). First, the bosses are instructed to tell their partners to stop at the point at which they would feel uncomfortable if the movers came any closer. Emphasize that this is not a game, that you really want them to pay attention to signals in their body that say “close enough.” The movers are instructed to stop when their partner tells them to, even if they want to move closer.
- › Say “Go” to start the movers walking. When all of the movers have been stopped ask the bosses to pay attention to the body cues that signaled them to say stop.
- › Now ask the bosses to close their eyes, and imagine that their partners are taking one more step closer. Ask them to imagine how this would feel.
- › Then have the bosses open their eyes and have the movers actually take one more step.
- › Discuss how this feels. Ask as many of the bosses as possible where they felt their early warning signs. (If the movers had been stopped so far away that one more step doesn’t really evoke discomfort repeat the last two steps to bring the movers even closer.)
- › Switch roles and repeat the activity.
- › Have the students fill out the Early Warning Signs worksheet.



Awareness of Danger

Early Warning Signs Worksheet

Draw on the body below where and how you feel signs of danger in your body.



Write on the lines below what happens to your body.

Some examples of body signals to help you think about what you may feel in your body:

Sweating
Hair standing up
Pounding in ears
Feeling like you hear better
Eyes wanting to see everywhere
Headache
Neck/Shoulders tense
Lump in throat
Dry mouth
Chest tight
Hands shaking
Heart beating faster
Butterflies in stomach
Sick to stomach
Knees shaking
Feet wanting to run



Scanning: Increasing the Ability to Scan the Environment

Purpose:

- › Develop an outer focus, thereby becoming more aware of others in the environment.
- › Improve visual scanning ability and learn to be aware of more than one person or thing at a time.
- › Develop the ability to think and move at the same time.
- › Increase the ability to pay attention to others for an extended period of time (increasing attention span).

Discussion Topics:

- › How do you watch everyone and still keep track of your “space bubble”?
- › Why is this skill important? What does it have to do with violence prevention? (Make sure you touch on the ability to side-step many dangerous situations if you are aware of them early enough.)



Activity 5, Scanning Activity: Stopping Together

Overview: Students walk around the room together. Anytime one person stops, the whole group stops, with the goal of stopping as one.

Time needed: 5 - 10 min.

Ages: All ages

Space needed: Medium

Props: Music and a boom box (optional)

Purpose:

- Learn to scan a space visually while moving
- Learn multi-focusing skills
- Improve group cohesion
- Improve attention span and impulse control
- Learn how to think and move at the same time

Very good for group cohesion and attention.

Discussion Topics:

- › How do you keep track of everyone else while still keeping track of your “space bubble”?

Activity Description:

- › Use this as a warm-up activity for classes which have already completed the space bubble activities in Chapter Three, repeating it three or four weeks in a row for five minutes or so.
- › Have the group walk around the room while staying in their own space bubble. Every time someone in the group stops, the whole group is supposed to stop and freeze. Once a child stops the group, he/she doesn't do it again that day. This gives everyone a fair chance to have a turn. Also, at least ten steps must be taken before the group can be stopped.
- › You can play music with this activity as a backdrop to the movement; however, the music does not stop when the group does.
- › Discussion is necessary only if the class is having problems.
- › When your group is able to stop together pretty well, you can increase the challenge by quickening the pace a little bit each time. Alternatively, you can allow them to try moving in different ways. The faster or more challenging the movement, the harder it is to keep track of the group.



Note to Parents: Did you ever wish your child could complete a task without continually being distracted? This activity can help your child stay focused on what they are doing while remaining aware of what is going on around them. You will need to have more than three people to make it fun and really challenging. You also need space to move. It creates a very strong group feeling when everyone stops together, so it can be useful for promoting family cohesion as well.



Activity 6, Scanning: Follow the Changing Leader

Overview: The group, in a circle formation, begins a movement that is easy to do in a repetitive manner. Any member of the group can change the movement at any time as long as the new movement is also easy to repeat, and the group has to change to the new movement.

Time needed: 10 - 20 min.

Ages: 1st grade - Adult

Space needed: Medium - Large

Props: Music optional if class needs stimulus of rhythm to get moving

Purpose:

- Increase the ability to pay attention to others and improve scanning ability
- Improve attention span
- Increase give and take within a group, foster the ability to both lead and follow, and allow others to do the same

Discussion Topics:

- › What do you do if you and another person change the movement at the same time?
- › How do you decide who is going to give in?
- › How does it feel when everyone picks up on your movement?
- › How does it feel when no one sees your change and picks up on someone else's?

Activity Description:

- › Have the group stand in a circle.
- › Start a movement that is easily done in a repetitive way and that the whole group can follow, like swinging your arms or swaying. After the group has done this a few times, ask someone to change the movement.
- › You may want to start by asking each person in turn to make up a movement, allowing students to pass if they want. Once the class has the idea, allow anyone in the group to change the movement at will. Point out that everyone needs to be watching everyone else very closely at the same time to see when a change happens and to change with it.
- › As necessary, discuss strategies for dealing with more than one student coming up with a new movement at the same time. (All but one of the students has to drop their idea. This requires give and take and may need support from the facilitator.) If things get tricky, discuss how you decide who is going to give in. Talk about scanning the group to get a sense of which movement is predominant. Make a rule that you get to initiate a movement that the group follows only once. This allows more people to have a turn. Discuss how it feels when no one sees your change and picks up on someone else's movement instead. (This works on developing empathy, give and take, and handling disappointment.)

 **Note to Parents:** This activity will work not only on scanning but also on increasing awareness and cooperation within a family. In this activity everyone has the chance to be a leader. For younger children or children with special needs, this opportunity may not happen too often. Make sure, as parents, that you allow everyone an equal chance.



Activity 7, Scanning: Who is Different?

Overview: The group again moves together in a circle. This time participants try to change the movement very subtly, making it a little bigger or smaller, faster or slower, more or less intense, or in a slightly different direction. Everyone watches and tries to figure out who is different and how.

Time needed: 5 - 15 min.

Ages: 1st or 2nd grade - Adult

Space needed: Medium

Purpose:

- Increase observation skills and attention span
 - Increase awareness of movement styles
-

Discussion Topics:

- › Discuss the differences that people noticed and what changes participants added that no one noticed.

Activity Description:

- › Start in a circle and designate one child to begin a movement that the whole class can imitate. It needs to be a movement that is easily repeated, like swaying back and forth.
- › Demonstrate ways you might subtly change that movement by making it bigger or smaller, faster or slower, more intense, or in a slightly different direction. Then ask others for ideas on how they might subtly change the movement.
- › After the class has a good idea of what you mean by subtle changes, pick another student to initiate a new movement and assign someone else to change the movement without saying when or how it was changed. All students move together with the initiator. They are supposed to watch while they move and call out when they see a change.
- › Pick a new student to start a movement and another to change it. After the class is able to see a change initiated by a single student, pick two to four students as potential changers. The class then has to focus on more than one person simultaneously. Pick additional changers to increase the difficulty of the activity.
- › Music can be used to help keep the activity flowing.
- › Ask participants if the subtle changes make the movement feel different or change the mood.
- › See if anyone does the movement differently without meaning to. (In this situation you would work on more accurate imitation.)
- › Do not use this activity on the same day as Scanning Activity 2: Follow the Changing Leader. The scanning activities take a great deal of concentration and need to be interspersed among other activities.



Ignoring: Ignoring Provocation

Purpose:

- › Learn various strategies that help with ignoring and discover the ignoring strategies that work best for each individual.
- › Learn how to keep an inner or outer focus as one of these strategies
- › Increase attention span and refocusing ability
- › Increase the ability to resist temptation by being able to ignore it or to maintain one's own focus under duress
- › Learn the ABC's of safe ignoring that connect early warning signs and scanning as assessments to evaluate when it is safe to ignore

Discussion Topics:

- › What are different strategies that work for ignoring? (Strategies could include: thinking about something else, looking away, looking at something specific, listening to something specific, visualizing different things, turning and talking to someone else, and/or pretending you don't hear another person talking.)
- › What strategy works best to help you ignore provocation? How do you feel when using that strategy?
- › Since excess tension can lead to inappropriate behavior, what ignoring techniques can you do that do not require adding tension?
- › What are important things to pay attention to? What are important things to ignore?
- › What is the difference between tattling and reporting danger?
- › How does it feel to see some people breaking the rules while you are following them?
- › How do you ignore something that is not dangerous but seems like it is unfair? How do you handle this feeling?
- › In what situations is ignoring a good idea? When is it not so good?
- › What distracts you in the classroom? What types of situations provoke you in class, on the playground, at home?
- › What would enable you to stay focused on what you are supposed to do and not on the distractions and provocations that happen around you?
- › What does ignoring have to do with resisting temptation? What temptations happen around you? (Include resisting the temptation to use violence or weapons.)



Activity 8A, Ignoring: Don't Laugh

Overview: Half of the group, the "ignorers," stand in place and try to keep a straight face while the other half, the "distracters," try to provoke them into laughing. The distracters are instructed to act funny or weird, doing anything they can think of as long as they do not touch the ignorers.

Time needed: 10 - 30 min.	Ages: K - Adult	Space needed: Small
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Props: Ignoring Strategies handout

Purpose:

- Practice ignoring strategies and increase attention span
- Learn what strategy works best for each person
- Develop inner focus

Discussion Topics:

- › What distracts you in the classroom?
- › What strategy works best to help you ignore provocations? How do you feel when using that strategy? (Strategies could include: think about something else, look away, visualize different things, turn and talk to someone else, and/or pretend you don't hear the person talking.)
- › Since excess tension can lead to inappropriate behavior, what ignoring techniques can be used that do not require adding tension?
- › What are helpful things to ignore? What are important things to pay attention to?

Activity Description:

- › Discuss what kinds of events or behaviors distract the children in their classroom.
- › Divide the group into "ignorers" (children who stand still and try not to smile, laugh, or be distracted) and "distracters" (children who use their faces, bodies, and voices to get the ignorers to pay attention to them). If there are more than two groups, the others act as observers.
- › Go over the ground rules, specifying what is and is not acceptable for the distracters to do (e.g., no name calling, no touching or spatial invading, no yelling). It is important to emphasize that ignorers who smile, laugh, or move are not disqualified. The goal here is to learn what works for ignoring and how to refocus when distracted. Emphasize what worked well (rather than what went wrong) so students continue practicing successful strategies. Establish a spatial boundary with a line on the floor to keep the distracters from getting too close to the ignorers.
- › When you say "go," the distracters try to make the ignorers laugh. Act as a referee for the activity, paying special attention to protecting the ignorers' personal space from the distracters.
- › Distracters who cannot refrain from touching or invading must sit out immediately.
- › Discuss what worked or didn't work for the children who were trying to ignore. Discuss how it felt to use certain strategies (include: thinking about something else, looking away, visualizing different things, turning and talking to someone else, and/or pretending you don't hear the other person talking). Use the Ignoring Strategies handout.
- › Have children switch roles and then discuss any new strategies.



Note to Parents: Ignoring skills can be invaluable in preventing spats between siblings. This activity works better with a variety of “distracters,” so consider inviting some of your children’s friends to participate. Remember to set limits on what is acceptable for provoking. Hurtful names, for example, are clearly not acceptable. If your children tell you that they are being called specific names, you could have them tape-record this type of teasing and play it while they practice ignoring the tape. As a parent, if you call them these hurtful words it can be uncomfortable and misunderstood. However, just learning how to ignore someone who is being silly is not necessarily enough to know how to ignore the hurtful stuff.



IGNORING STRATEGIES



1. Think about something else.

2. Visualize something pleasant.

3. Look at something specific like your hand or a spot on the floor.

4. Picture a force field around you so nothing that is said can reach you.

5. Picture a waterfall so everything that is said is washed away.

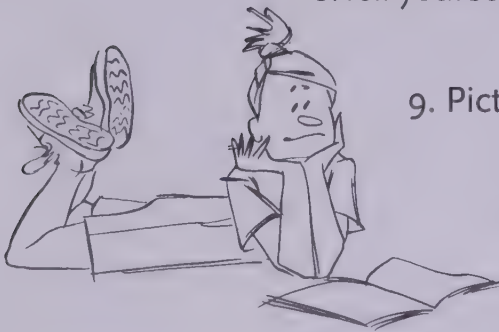
6. Turn your eyes away from the distraction.



7. Tell yourself you can focus on what you choose and ignore the distraction.

8. Tell yourself you can refocus if you get distracted.

9. Picture yourself doing something specific.



10. Do something specific like reading or talking to someone else.

11. Talk to yourself about what you are doing so you can't hear the distraction.

12. (Add your own) _____

13. (Add your own) _____

14. (Add your own) _____



Activity 8B, Ignoring: Don't Laugh Doing a Task

Overview: Ignorers are given a movement task to do while attempting to ignore. This is done in four stages. When ignoring in the classroom, children have their work to concentrate on. This variation on Activity 1 works on ignoring with an added task: something to concentrate on.

Time needed: 10 - 30 min.	Ages: K - Adult	Space needed: Medium - Large
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Props: Five Steps to Increasing Attention to Directions Handout

Purpose:

- Increase attention span
- Put ignoring strategies into action

Very powerful for decreasing distractibility.

Discussion Topics:

- › Review strategies from last activity.
- › Go over the Five Steps to Increasing Attention to Direction Handout.

Activity Description:

- › This activity is done in four stages. In the first three stages the children sit in a circle or cluster. If there are extra adults, they are the distracters. If not, choose three or four of the more cooperative, focused children to run around the room making noise, playing, and calling to the other children. Be clear with them about not invading others' space so there will be no accidental touching.
- › Stage One - The other children are told to ignore the playing. While the distracters are acting out, the ignorers practice sitting, looking at you without smiling, or turning their eyes away from you. This is a bit like the 4 C's with added distractions.
- › Stage Two - Chose different children to distract. The ignorers try to listen to some information you give them. It can be a story or some information about a topic they are studying. The children must focus on the information or story while the distracters try to distract them.
- › After a few minutes of listening, ask each child to say something about the information or story.
- › Go over the Five Steps to Increasing Attention to Directions Handout.
- › Stage Three - Chose different children to distract. Give the ignoring children two or three step commands while they are being distracted. The children must listen for their name to be called and must do the things you tell them to do. These commands can range from jumping jacks to counting backwards while hopping on one foot to touching the four corners of the room to counting by twos, threes or fours. Make it a combination of academic and movement skills.
- › Depending on the size of the class, you may need to do this activity more than once. Work with ten to fifteen ignorers at a time and then switch distracters. Since everyone wants to be a distracter, use this as incentive to get the children to practice ignoring. Only children who are really focusing within the context of their skill can have a turn to distract. (See Training Manual for making distracting safe.)
- › Stage Four - Distracters try to disrupt the class when everyone is sitting in their seats listening to you give them actual directions. Do this when it's time for a transition and they have to put away certain things and get others out. Periodically do this through the year to continue focusing and ignoring practice.

FIVE STEPS TO INCREASING ATTENTION TO DIRECTIONS



1. LOOK AT THE TEACHER
LOOK AWAY from distraction.



2. FOCUS YOUR BRAIN on what
you need to be doing.

3. TELL YOURSELF THAT YOU CAN CONCENTRATE.
THINK POSITIVE THOUGHTS ABOUT YOUR ABILITY
TO CONCENTRATE (SELF TALK).



4. COUNT THE NUMBER OF
DIRECTIONS BEING GIVEN
ON YOUR FINGERS.

5. SUB-VOCALIZE THE DIRECTIONS (SAY
DIRECTIONS VERY QUIETLY TO YOURSELF).





Activity 9, Ignoring: Slow/Fast or Curvy/Straight

Overview: Half the class is designated to move slowly while the other half is designated to move quickly. The fast movers try to influence the slow movers and visa-versa. Each person tries to maintain his/her own moving assignment while trying to influence others to change. In a variation one half of the group moves in curvy pathways and the other half in straight ones.

Time needed: 10 - 20 min.

Ages: K - 5th grade

Space needed: Large

Purpose:

- Help children determine which ignoring strategies work best for them
 - Increase attention span
 - Increase the ability to resist outside influences
-

This activity is not necessary if time is limited. It is another way, however, to practice maintaining one's own style of movement despite peer pressure.

Discussion Topics:

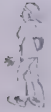
- › What influenced your movement style?
- › Were you able to maintain your movement speed? (Or your movement path?)
- › Which strategies worked? Which ones didn't work?

Activity Description:

- › Divide class into groups. Have some of the children move slowly and some move quickly through an open space. The quick movers try to get the slow movers to speed up and move faster. (If the class has difficulty maintaining appropriate space boundaries, this activity may also be modified and done in small groups.)
- › Switch roles so slow movers try to slow down the quick movers. Verbal enticements can be used as well as actions, such as "Oh, isn't this relaxing?" and "Don't you want to stop and take a nap?" Another reason to switch roles is to give everyone the experience of moving in both styles.
- › The same activity can be done with straight and curvy pathways.
- › Discuss which strategies worked and which didn't work to improve the ability to ignore or to influence each other.



Note to Parents: This activity is fun to do and can be done anywhere. In a small house the movement has to be more contained. It may be interesting to see who has the best ignoring skills and who has the power to influence whom.



Activity 10, Ignoring: Breaking the Rules

Overview: The group is given a movement task such as moving within specified boundaries. Two or three children are privately told to break the rules. The other students have to learn how to ignore those students and continue on with their task.

Time needed: 10 - 15 min.	Ages: K - 5th grade	Space needed: Medium
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Purpose:

- Curtail tattling
- Make the distinction between tattling to get someone in trouble and telling in the case of danger
- Improve concentration and decrease distractibility

Good for classes where tattling and continually minding other's business is an issue.

Discussion Topics:

- › What did it feel like to see some people breaking the rules while you followed them?
- › What is the difference between tattling and reporting danger?
- › What enabled you to stay focused on what you were supposed to do and not on what the people breaking the rules were doing?

Activity Description:

- › Assign the class a movement task such as starting and stopping together. It has to be a movement task in which it will be fairly obvious if someone breaks the rules (e.g., moving within specified boundaries, moving low to the ground, moving in slow motion).
- › Quietly, preferably without the others noticing, tell a few of the children to break the rules.
- › This activity works best if the class is taken by surprise, although you will be amazed at how many children still have trouble ignoring even when they know about the planned distractions.
- › Start the activity. See what happens when the assigned students do not follow the rules.
- › Discuss how this activity made students feel. Discuss the idea of minding one's own business for something harmless like this versus a situation when someone is being bullied or in danger.
- › Suggest the use of self-settling when getting upset about what someone else is doing.
- › Practice sighing together and using self-talk to change one's attitude. Repeat the activity using self-settling with different students having a turn to be the rule breakers. Since almost everyone wants to have a turn to break the rules, you may need to repeat this activity over several weeks or incorporate it into other activities.

☞ Note to Parents: Many families I work with talk about how difficult it is when siblings tattle on each other constantly. This game approaches the topic in a funny way. You may find that you need to repeat it once a month or once a season to remind your children of the issue and how you expect them to handle it. At my house I ask my children if what they are reporting is dangerous. If it isn't, I ask them to ignore it. With positive interventions available, siblings can be cued to settle differences instead of tattling.



Activity 11, Ignoring: Resisting Temptation

Overview: While you blow soap bubbles all around the area where the children are sitting, they are instructed to focus on their breathing and to ignore the temptation to pop the bubbles. After they learn to leave the bubbles alone physically, instruct them to ignore them visually as well by sitting without moving or even looking at the bubbles.

Time needed: 10 - 15 min.

Ages: K - 5th grade

Space needed: Small

Purpose:

- Help children understand that a part of violence prevention is resisting temptation, resisting impulses, and maintaining self-control
- Develop concentration and inner focus

Complements other ignoring activities. Not essential, but specific to resisting temptation.

Discussion Topics:

- › What are some temptations that can lead to violence?
- › How do we use ignoring skills to help us resist temptation?
- › What kind of self-talk messages are important to remember?
- › What else helps you to maintain self-control? This is a time to begin tying together some of the strategies introduced so far, such as self-settling skills, the thermometer image, ignoring skills, and impulse control.

Activity Description:

- › Have the children sit on the floor in a circle. Tell them that you are going to blow bubbles all around them and that they are to resist the urge to touch or pop them.
- › Blow soap bubbles and cue the children to ignore them. (It helps if you have more than one person making bubbles so that they spread further.)
- › When they can demonstrate the ability to resist popping the bubbles, ask them to act as if the bubbles are not there. Have them concentrate on breathing and pick something to focus on as they did in the 4 C's. This time they are not to move or laugh or look at the bubbles.
- › Discuss the topics listed above. This discussion is very important.



Note to Parents: When you consider all of the potentially dangerous situations your child may encounter, this is clearly an important activity. You want to know that if your child is ever faced with guns or drugs, s/he will be able to resist the temptation to touch them. You want to know your child has the skill to avoid getting drawn into dangerous behavior even if taunted. To control violence, our children will have to develop self-control.



Activity 12, Ignoring: The ABC's of Safe Ignoring

Overview: Children are introduced to a formula called the ABC's of Safe Ignoring. This formula integrates the skills in each of the sections of this chapter: early warning signs or alerting skills, scanning or being able to move from inner to outer focus, and ignoring provocation by developing impulse control and attention span.

Time needed: 10 - 15 min.

Ages: K - Adult

Space needed: Small

Props:

- Choose one of the ABC's of Safe Ignoring handouts
- Copies of Parent Letter and ABC handout for parents

Purpose: Learn a formula for remembering the steps involved in safe ignoring

Necessary as part of distinguishing between ignoring provocation and listening to early warning signs.

Discussion Topics:

- › Go over The ABC's of Safe Ignoring handout that you choose to use.
- › Discuss different situations in which it would be helpful to use these steps.

Activity Description:

- › Children are introduced to a formula called the ABC's of Safe Ignoring. This formula can be in three or six steps depending on the age of the children. The two possibilities are as follows:

Simplified version:

Alert Brain - Check for safety. Ask yourself "Am I safe?" If you are, then tell yourself "I can ignore." If you are not, take steps to get yourself safe.

Calm Down - Self-settle using the 4 B's or any other technique effective for you.

Remember to use self-talk to tell yourself to calm down.

Ears and Eyes Focus - Find something to focus your ears, eyes, and brain on.

Extended version:

A = Alert - Check to see if it is safe. If it is not safe, move back, get away, or try a strategy for dealing with aggression. If it is safe, go on to step B.

B = Brain - Tell yourself "I can ignore" (use positive self talk.)

C = Calm Down - If you are getting agitated, then settle yourself by doing the 4 B's.

D = Decide - Pick an ignoring strategy to try.

E = Eyes and Ears - Look at something to focus your eyes on and listen to something to focus your ears on (e.g., your hands, the teacher, the paper in front of you, an inner image, or a phrase.) If you have problems with this step, go back to step B and start over.

F = Focus - Focus your whole brain on what you need to focus on (e.g., what the teacher is saying, your class work, self-talk to yourself.)

- › Go over the simplified or extended version step-by-step using the appropriate handout from the following pages to elaborate. Discuss different situations and role-play using this formula.
- › Challenge your class to practice ignoring. Once a day quietly ask one or two students to provide a few minutes of distraction during an academic period. (You can define the parameters of these distractions.) Another time during the day tell the class you are going to watch their ignoring/focusing skills for the next half-hour. Pick a third time during the day and watch the class for a half-hour without telling them. Additionally, any time there are clear distractions and the class stays focused, they can earn points. Keep track of their progress on a tally sheet. Set a goal of at least three points a day.

The ABC's of Safe Ignoring



ALERT BRAIN



Check for safety and tell yourself to calm down.
“Am I safe? Then I can ignore.”

CALM DOWN

Self-Settle (use the 4 B's or abdominal breathing).



EARS & EYES FOCUS



Focus your ears, eyes, and brain.



The ABC & DEF of Safe Ignoring



ALERT yourself to check for safety.



BRAIN tells you "I can ignore."

CALM DOWN using the 4 B's or abdominal breathing.



DECIDE on a strategy.



EARS & EYES listen or look at something.



FOCUS your brain
on what you need to be doing.



Violence Prevention through Movement

Awareness of and Response to Danger Unit: Early Warning Signs

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been working on the unit, Awareness of Danger. The ability to sense and respond to danger is a life saving skill. Many people ignore the early warning signs of danger and lose the chance to get away. In this unit we help children to develop a sense of how and where they feel danger signs in their bodies. We teach them to trust these feelings of discomfort and act upon them by using the pro-active interventions taught in an earlier unit. (See letter from Pro-Active Intervention unit.) We talk about a **zone of safety** and practice it as a way to prevent the danger from happening in the first place. We advise them to keep 12-15 feet between themselves and a stranger. (See letter from Spatial Awareness unit.)

Our class has done several activities to help each child get a sense of where they feel danger in their body. We call these danger signs "**early warning signs**" or "**uh-oh feelings**." The ability to sense and check out danger signals involves moving between an awareness of inner sensations (early warning signs) and outer events (what is happening in the environment). To help develop this outer focus we have been learning to **scan the environment**.

We have also practiced the **timing of interventions**. No one knows for sure how s/he is going to act in an emergency, but practicing some responses provides a ready vocabulary to use should your child ever need it. We practiced **self-talk phrases** such as, "I can breathe and I can think," or "Calm down body, wake up brain." (The self-talk is actually not said out loud but is said in one flash in your mind.) The children have been told that their chance of staying safe is improved but not guaranteed by what they are learning.

The Violence Prevention through Movement Program does not deal specifically with sexual abuse or incest, but it does inform children that they have the **right to feel safe**. We have a rule that an activity is okay only if all members participating in it feel all right. **Play is supposed to be fun for everyone**. If there are uncomfortable or distasteful feelings, then it is not play. This goes for play with parents and siblings too. Tickling or wrestling games are common activities that might start out as fun but may not stay that way for everyone. It can be hard to use a serious voice when being tickled or when excited from play fighting.

Please help your children at home:

- Talk to your children about where they feel their early warning signs. Ask them if they have ever felt them before and, if they say yes, find out about the situation.
- Try the following scanning activity: have the members of your family walk around a designated room in your house. When any one person stops, everyone tries to stop without crashing into furniture or people. This helps to develop the ability to focus inside and outside oneself at the same time.
- Pick a signal or word to let family or friends know when a person wants to stop an exciting game. Everyone must agree to this and stop the game if it is used. Do not let wrestling or tickling games get out of hand as children experience this as a major intrusion of their body. Having a signal which really works will help your child to believe that, "I have the right to feel safe, my body belongs to me, and play is supposed to be fun for everyone."
- Have your children practice keeping you 12-15 feet away to help them visualize the size of the zone of safety.

Feel free to contact me with feedback or questions.

Sincerely,



Violence Prevention through Movement

Awareness of and Response to Danger Unit - Ignoring and Focusing Skills

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, we have been working on developing ignoring skills. Name calling and teasing are major causes of fighting at school. The ability to ignore and not get agitated when the provocation starts is a major prevention strategy; when it is intense, on-going provocation is no laughing matter and frequently needs something more than ignoring. (See letter on Pro-Active Interventions unit.) **The ability to ignore requires concentration and attending skills.** With all the distractions that can occur in a classroom, the ability to block out distractions is an important one. At the same time, it is important to know when ignoring is not a safe choice. Skills of scanning the environment, assessing safety, and using ignoring strategies that do not involve major tension are all part of the ABC's of Safe Ignoring (see accompanying handout.)

AB = Alert Brain	Children should make sure they are safe. If they are safe, they should use Self-Talk to tell themselves they can ignore.
CD = Calm Down	Use the 4B's or abdominal breathing to stay calm.
EF = Ears & Eyes	Find something to pay attention to, such as class work or the teacher if it is class time, your hands, a friend, an inner thought on the school bus, etc.

We have added additional steps for children who have more difficulty with distractibility, especially when doing schoolwork and tasks. These steps include:

1. Look away from the distraction.
2. Put your mind on what you need to be doing.
3. Tell yourself that you can concentrate. Think positive thoughts about your concentrating ability. (**Self-Talk**)
4. Count the number of directions being given on your fingers while **sub-vocalizing** the direction (saying directions out loud, very quietly to yourself). This strategy has been found to be particularly helpful for children dealing with memory, language processing, and learning disabilities. You may find it helpful in stressful situations when you are having difficulty concentrating.

When upset by provocation, it can also help to purposely turn your mind to pleasant things: a calm place or an event you are looking forward to. It is easier to stay calm when you give your mind a break from thinking upsetting or stressful things. Of course, ignoring works better when you are calm.

Being able to keep calm and ignore provocation can give students the strength to **resist temptation**. We start with the ability to resist the temptation to join someone who is being silly in class, but the implications of being able to resist peer pressure are related to drug and alcohol use and involvement of weapons.

Please help your children at home:

- Practice, as a family, the calming technique of turning one's mind to something pleasant as a way of giving your mind a break from stress. Start with minor stressors to develop this skill.
- Practice ignoring skills in role-plays to reinforce the development of this very important skill in your child.

Feel free to contact me with feedback or questions.

Sincerely,

Violence Prevention Through Movement Curriculum

Awareness of and Response to Dangerous Situations Unit

Lesson Plan on Early Warning Signs

LESSON ONE – Alerting the Senses

TIME	ACTIVITY	NOTES
10	Stopping Together (Scanning Activity 5)	
30	Alerting the Senses (Alerting Activity 1)	Discuss how students sensed their approachers.

LESSON TWO – Early Warning Signs

10	Stopping Together (Scanning Activity 5)	
30	Breaking Balloons (Alerting Activity 2) Go over Early Warning Signs Flowchart.	Make sure you go over options in response to Early Warning Signs.

LESSON THREE – Friendly or Not?

15	Follow the Changing Leader (Scanning Activity 6)	
15	Friendly or Not, Here I Come (Alerting Activity 3)	Have students do Who Can I Talk to if I Don't Feel Safe worksheet.
10-15	Discuss how each child decided if the facilitator was friendly or not and how to get oneself to act if there is danger.	

LESSON FOUR – Safety Rules

10-15	On Step Closer (Alerting Activity 4)	Have students do the Early Warning Signs worksheet.
10-15	Practice timing of interventions.	
10-15	Go over Safety Rules and the idea that everybody has the right to feel safe.	Discuss the idea of a code word to indicate that a child is serious when they want play to stop. Send Early Warning Steps letter home.

LESSON FIVE – Introduction to Ignoring

10-20	Fast/Slow; Straight/Curvy (Ignoring Activity 9)	
5-10	Discuss how to ignore. Discuss difference between ignoring in class versus ignoring on the playground or the school bus. Use Ignoring Strategies handout.	Strategies might include: imagining a waterfall where distractions are washed away, or by focusing elsewhere—on a friend, your hands, or your work.
20	Don't Laugh (Ignoring Activity 8A)	Include discussion of strategies.

Violence Prevention Through Movement Curriculum
Awareness of and Response to Dangerous Situations Unit
Lesson Plan on Early Warning Signs

LESSON SIX – ABC's of Safe Ignoring

TIME	ACTIVITY	NOTES
10	Finish Don't Laugh activity, if necessary.	
10	Introduce ABC's of Safe Ignoring (see Chapter Six summary). Include discussion about checking for safety.	Make sure students know they are not to ignore their parents or teachers. Use one of ABC's of Safe Ignoring handouts.
20	Don't Laugh Doing a Task (Ignoring Activity 8B). Have children attempt to do specific tasks while other people make noise or do other distracting things.	Challenge the class to practice ignoring skills. This includes ignoring sibling provocation.
	Stretch cloth	If time permits.

LESSON SEVEN – Resisting Temptation

10	Have children share attempts at ignoring.	Go over Five Steps to Increasing Attention to Directions handout.
10	Breaking the Rules (Ignoring Activity 10)	Do only if tattling is a problem.
10	Discuss resisting temptation.	Talk about weapons, stealing, etc.
20	Resisting Temptation (Ignoring Activity 11)	Send Ignoring and Focusing Skills letter home.

LESSON EIGHT – Resisting Temptation (continued)

10	Continue discussion about resisting temptation.	Include looking or move away from temptation, self-talk, and focusing on something positive you can do.
15	Stretch cloth activity.	Any activity will do; the children are challenged to resist the temptation to pull or get wild.
10	Review self-settling skills and self talk.	Emphasize ignoring provocation and resisting temptation.

LESSON NINE – Resisting Temptation (continued)

20	Discussion and development of safety plans regarding weapons.	Refer to Chapter Eight - Additional Issues for specific skills.
	Resisting the pull. (Chapter Six, Activity 1)	Send Weapons letter home.

Awareness & Response to Tense or Dangerous Situations / Cross-Reference Chart

ACTIVITY	pg. #	Grade Level	Space	People	Time	Issues
SELF-CONTROL & STRESS MANAGEMENT AS=Attention Span SE=Self Awareness BI=Body Image TT=Turn Taking E=Empathy DA=Danger Awareness						
Early Warning Signs - Alerting						
Alerting the Senses	80	K - A	L	S, C	15-20	SE, AS, BI, TT, DA
Breaking Balloons	82	K - A	S, M, L	P, S, C	5-15	SE, BI, VF, DA
Friendly or Not, Here I Come	84	1 - A	M, L	P, S, C	5-15	SE, BI, AM, E, VF, DA
One Step Closer	87	K - A	M, L	P, S, C	15-30	SE, BI, TT, DA
Early Warning Signs - Scanning						
Stopping Together	90	K - A	M, L	S, C	5-10	SA, E
Follow the Changing Leader	91	1 - A	M, L	S, C	10-20	BI, CR, AM, E, TT
Who is Different?	92	1 or 2 - A	M, L	S, C	5-15	SE, BI, E, TT
Ignoring Skills						
Don't Laugh	94	K - A	S, M, L	P, S, C	10-30	SA, SE, AS, TT, VF
Fast/Slow or Curvy/Straight	99	K - 5	L	S, C	10-20	SA, SE, AS
Breaking the Rules	100	K - 5	M, L	S, C	10-15	FT, TT, VF, IC
Resisting Temptation (bubbles)	101	K - 5	S, M, L	P, S, C	10-15	IC, SE, FT
The ABC's of Safe Ignoring	102	K - A	S, M, L	P, S, C	10-15	BI, AM, CR, FT, SE, AS
SELF-CONTROL & STRESS MANAGEMENT M = Mvmt W=Worksheet H=Handout C=Challenge D=Disc. P=Music S=Scarves P=Percussion						
Early Warning Signs - Alerting						
Alerting the Senses	80	C, F, T	T	M	M, D, W, H	
Breaking Balloons	82	C, F, T	FBP	L, M	M, D, W	
Friendly or Not, Here I Come	84	C, F, T	T	L, M	M, D, W	
One Step Closer	87	C, F, T	T	L, M	M, D	
Early Warning Signs - Scanning						
Stopping Together	90	C, F, T	T	L, M, H	M, D	M (optional)
Follow the Changing Leader	91	C, F, T	FBP	L, M	M, D	M (optional)
Who is Different?	92	C, F, T	FBP	L, M	M, D	M (optional)
Ignoring Skills						
Don't Laugh	94	C, F, T	FBP, T	M, H	M, D	
Fast/Slow or Curvy/Straight	99	C, F, T	T	M, H	M, D	
Breaking the Rules	100	C, F, T	T	M	M, D	
Resisting Temptation (bubbles)	101	C, F, T	FBP	M	M, D	(bubbles)
The ABC's of Safe Ignoring	102	C, F, T	FBP	M	D, H, C	P (optional)

Movement Strategies for Dealing with Conflict & Aggression

Assertion, Distraction, & Other Pro-Active Interventions

The activities in this chapter are designed to teach children a variety of ways for dealing safely with threats. Children learn how to assert themselves effectively both in a strong, firm way and in a polite, quiet way. They are taught the concept of redirecting aggression through pro-active interventions, with the goal of each child learning at least three interventions that s/he feels comfortable with. In order to heighten the realism in training for hypothetical situations, many of the interventions are introduced with true stories that are included as part of the lesson plans. These stories are very exciting to children. They tend to elicit discussions and help the children remember the interventions. A summary of what is covered in this chapter follows.

Pro-Active: Strategies for Dealing with Conflict and Aggression

- › Learning how to appear strong and unafraid.
- › Learning how to appear surprised.
- › Learning the role surprise has in diffusing anger and aggression.
- › Learning the concept of changing the subject.
- › Learning the concept of acting “as if” one is strong, friendly, surprised, interested, etc.
- › Developing the ability to actually act “as if” in role play situations.
- › Practicing from five to twenty interventions.
- › Becoming comfortable with at least three interventions in addition to learning assertion.
- › Practicing interventions in situations that are not dangerous such as a sibling teasing or a friend being annoying.
- › Learning about the role of witnesses in bullying and practicing witness interventions
- › Learning safety concepts such as:
 - It is okay to break the rules (running in the halls at school) if safety is at stake.
 - It is okay to lie (telling an attacker you promise never to tell anyone) in order to get away from a dangerous situation. Then it is okay to tell.
 - Always go to a grown-up if you see weapons or hear about threats of hurting someone with weapons, or feel that your safety or some one else's is at risk.
 - If one grown-up does not believe you, go to another one and another one until someone does believe you.
 - Always make sure the grown-up in charge knows who you are with, where you are going, how you are getting there, and when you are coming back.



Pro-Active Interventions Activity and Handout List

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Pro-Active: Strategies for Dealing with Conflict and Aggression

Purpose:

- › Help individuals effectively stand up for themselves; learn how to look and sound assertive.
- › Learn the concept of acting “as if” you are brave so you appear strong and unafraid.
- › Introduce the idea of re-framing threatening encounters.
- › Learn that there are alternative ways to deal with harassment of aggression.
- › Learn the concept of changing the subject.
- › Learn the role emotional surprise has in changing the mood of an encounter.
- › Learn the idea of being kind to someone who is mean as a way to change a mood.
- › Learn more pro-active interventions.
- › Learn protection techniques for life threatening emergencies.
- › Practice how to think and move even when afraid.
- › Introduce the role of the witness in stopping violence.
- › Practice different types of interventions that the witness could use.
- › Integrate interventions.
- › Choose a number of interventions best suited to one’s style and commit them to memory.

Discussion Topics:

- › Discuss the roles of bully, victim and witness. Discuss the range of behaviors that can be considered bullying.
- › Discuss the range of interventions a witness can make. Reinforce the importance of the witness staying safe.
- › Discuss safety rules. Make a list that can be sent home and also displayed in the classroom.
- › Discuss the concept of redirecting aggression.
- › Discuss the advantages of pro-active strategies, but also be clear that there is no guarantee of safety.
- › Discuss the emotion of surprise. What facial expressions and tone of voice communicate that feeling?
- › Discuss when and how to use the “Hey! Look...” intervention most effectively.
- › Discuss the idea of emergency interventions such as yelling “Fire” or wetting one’s pants. These are only to be used in truly threatening situations such as abduction or physical attack.



Activity 1, Pro-Active: Teaching Assertion

Overview: Children practice saying "Stop" in a serious and believable manner. All aspects (facial expression, tone of voice, body posture, proximity) are discussed and demonstrated. Children practice acting assertive as adults approach them in a mock-threatening way. They receive feedback to improve their effectiveness with this intervention.

Time needed: 15 - 20 min.	Ages: K - Adult	Space needed: Small
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Props: Assertion Handout

Purpose:

- Help individuals effectively stand up for themselves
- Learn the concept of acting "as if" you are brave

Discussion Topics:

- › Why do people need to be able to say "Stop" or "No" in a believable way?
- › How do you mobilize the "as if strong" even when petrified?
- › What is it about your voice, body, and face that make people take you seriously?
- › How close should you let an approaching bully get to you before you say "stop"?
- › What happens if you are being tickled or you cannot say "stop" without laughing?

Activity Description:

- › Have the children sit in a circle and discuss the importance of being able to say "stop" effectively. Discuss problems people have experienced when they could not say it strongly.
- › Have everyone stand in a circle with a small to medium space bubble around each child. Have someone pretend to pester the facilitator. Respond by saying "stop" while laughing, using a whiny voice, looking at the floor, and/or pulling back. Discuss that response.
- › Now respond to the pretend pestering by saying "stop" assertively. Ask the children to describe the facial expression, tone of voice, and body posture of the facilitator. Repeat the assertive demonstration if needed. The following actions need to be covered:
 - Step forward and slightly to the side with one foot (front stance) knees slightly bent.
 - Have a serious expression - eyebrows down, mouth straight.
 - Make eye contact with the pestering person.
 - Stand with a sense of being tall and wide.
 - Speak in a deep voice and make the "p" in "Stop" a strong sound (staccato).
 - A loud voice is not necessary but a serious voice is.
- › Demonstrate the strength and balance of the front stance. Gently push a child backward (with permission) while the child stands with feet slightly apart sideways. The child will lose balance and have to put a foot back to regain balance. Next push a child sideways (again with permission) with the child stepping forward, with feet slightly apart to the front and back as in a short stride. This child will also lose balance and have to reposition. Finally have a child stand in the front stance, with feet apart sideways and front to back on a diagonal. Try gently pushing the child. Balance will be maintained much easier.
- › Now have children practice this stance. Have adults go around the group and gently try to push children off balance. Give feedback to children having difficulty.

- › Say “stop!” as a group, while stepping into a front stance. Repeat, emphasizing the coordination of voice, body and facial expression, until the class sounds and looks strong.
- › Practice the timing, or distance of when to say stop to an approaching bully. The ideal distance is about 3 adult arm lengths or steps away, before the bully is close enough to hit or grab, but not so far away that it loses impact. Slowly approach one child in the class. Instruct the class to say “stop!” when the facilitator is the right distance away from the child being approached. This is the point when the child should be saying “STOP.” Repeat until the class seems to have a feel for the timing of the intervention.
- › Stay in a circle formation so each child can see the others easily, but have everyone take a giant step or two backward to make the circle bigger. Divide the circle equally among the adults available to help. If you are the only adult, you have the option of working with each child yourself or assigning students to help you. (The problem with student helpers is that they are not as effective at giving feedback.) Have the adults pretend to be bullies and approach the children individually so each child can practice saying, “Stop!” while trying to integrate voice, face, body and timing. Give feedback as needed, and have the child try again using that feedback.
- › The first few times each child practices, let that child know you are coming before you begin to approach so s/he has time to get ready. When most of the children are able to act effectively with advanced preparation, start approaching children in the circle at random. (You may need to practice this over a few periods waiting to try the random approaches after the second or third period. Some children have a very difficult time using a firm voice and/or not laughing or smiling.)
- › Have the children gather together and sit down. Discuss any problems the children are having with the activity. Brainstorm where and when it is important to say “stop” firmly. Ask the children if they are ever too excited to say “stop” in a serious voice such as when they are being tickled or excited from a chasing game. Introduce the idea of a code word such as “really” or “red light” that everyone in their family and circle of friends knows and accepts as meaning that a request to stop is serious. Everyone has to agree that the code will be respected and heeded by all. They should also agree that the code not be used in fun to trick people. Have your class pick a code word that they all agree to use, and to report back examples of its success. This concept can also be introduced to parents in a letter so they can use it during roughhouse play at home.
- › Introduce the concept of acting “as if” you are not afraid even if you are as a means to get away from danger. This concept is essential in all the pro-active strategies. When someone is truly in danger s/he is more than likely going to be petrified and immobilized. The ability to change your attitude to one of strength and bravery could save your life.
- › Make sure you discuss the importance of getting support for their scared feelings later. You do not want your students to think they should not feel scared, only that they should not look scared until they are out of danger.
- › Tell the story about the dog attack which follows or some other situation in which being assertive was essential.

The Dogs (Pro-active Strategy: Acting “As If” You are Brave)

One afternoon a young woman was walking home from work on a different street than the one she usually took. As she walked she was thinking about having to clean her apartment. Up ahead she noticed a truck pulling into a factory driveway. The driver opened the gate and drove in, leaving the gate open. As the woman walked past the driveway, two large German Shepherds came out onto the sidewalk. She assumed they were friendly since the gate was

still open and no one from the factory was in sight. Together the dogs came toward her and started to growl. One of them opened its mouth to bite, and she realized she was in danger. The young woman was petrified. She wanted to run, but she knew the dogs would chase her, and it would probably be worse that way. There was no one in sight to call to for help. She could feel herself cringe, shrinking into herself in terror. At that moment she was a VICTIM.

In a split second, she knew she had to do something to save herself. She remembered someone once telling her that most dogs are afraid if you reach down as if to pick up a stone and pretend you are throwing it at them. At that moment she stopped being a victim and became PRO-ACTIVE. As the teeth of one dog started to close on her leg, she reached for an imaginary stone, put back her hand, and pretended to throw it while yelling at the dogs to stop and go away in very loud voice. The biting dog let go of her leg and both dogs ran back inside the gate. She kept yelling at them as if she were the aggressor until they were out of sight.

At that point she quickly walked home and started crying as she shared how scared she had been to her husband. She called the police to make sure the gate was closed since she knew it was not safe for her to go into the factory yard to find someone. She wanted to make sure that the factory owners would never let something like that happen again. As things turned out, the woman was lucky that she only had a large bruise on her leg. The dog's teeth had not broken the skin. She was also lucky that someone had once told her a way to protect herself, and she had been able to use it. In a dangerous situation, things you know pass through your mind in a split second. Being pro-active had saved her from serious injury.

- › Discuss how scared this woman must have felt. What might have happened if she had continued to be scared and immobilized? Remind the students of the concept of being able to change one's attitude. Explain how this frequently requires self-talk, and in an emergency, this talk can happen in a split second.
- › Use the handout which demonstrates how to say "stop" assertively to reinforce this lesson.



Note to Parents: Children frequently have a difficult time being serious during this "Assertion" activity. This is partly because of the role-playing situation and partly because many people are not comfortable asserting themselves. We discuss the problem and encourage children to try to imagine this as a real bullying situation. The difficulty with being serious also leads to a discussion about trying to say "stop" when being tickled or being excited during play that starts out as fun. Out of this discussion, children are encouraged to pick a code word that everyone in their family and circle of friends knows and accepts as meaning that the request to stop is serious. For example, imagine during recess that a chasing game starts among friends. One of the children wants to stop but has been laughing and shrieking so much during the game that a serious voice is next to impossible. After trying to say stop once or twice unsuccessfully, the code word "really" or "red light" is used. Since all the children in the game have agreed upon this word, they should stop chasing.



ASSERTING YOURSELF



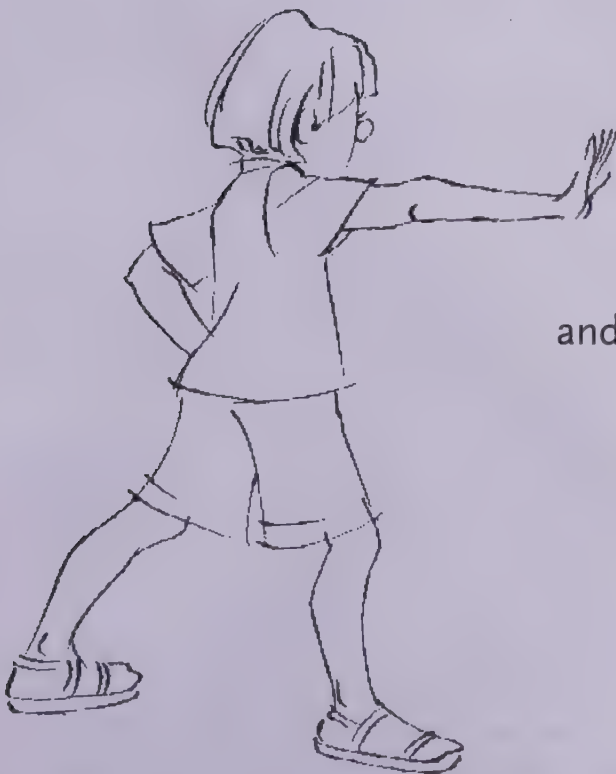
If someone is approaching you in a mean or dangerous way or
if someone is bothering you,

take a step forward,

look them in the eye,

and say **“STOP”** or **“NO”**

in a firm and serious voice.



Activity 2, Pro-Active: "Hey! Look..."

Overview: Children are introduced to the concept of redirecting aggression without resorting to violence. The potential victim points to something diagonally behind the approaching bully and says, while walking toward it, "Hey! Look at _____." The diagonal line of walking keeps the child from passing too close to the bully. The change of subject introduces the emotion of surprise, which allows the emotion of the moment to change. Also addressed is how this strategy can be used in other situations, such as teasing siblings or pestering friends.

Time needed: 15 - 20 min.

Ages: K - Adult

Space needed: Small

Props: "Hey! Look..." Handout

Purpose:

- Introduce the idea of reframing threatening encounters
- Learn that there are alternative ways to deal with harassment or aggression

This activity is important for everyone.

Discussion Topics:

- › Discuss the concept of redirecting aggression.
- › What are the advantages of pro-active strategies? Make sure the children understand that there is no guarantee of safety.
- › Discuss the emotion of surprise. What facial features and tone of voice communicate that feeling?
- › What kind of timing and spacing is best for the "Hey! Look..." intervention to work?
- › How can this strategy be used in situations such as teasing siblings or pestering friends?

Activity Description:

- › Discuss whether saying "stop" assertively always works. Tell the class they are going to learn some other strategies to use when saying "stop" does not work. Tell the class the following story.

Old Woman with Groceries (Acting "As If" Strangers Are Friendly, Changing the Subject)

An old woman was walking down a street in New York City one afternoon carrying two bags full of groceries. Two men came up from behind, one on each side of her, into her space. While she couldn't see them until they were next to her, she had a clear sense of danger as they were approaching. No one else was around and there was no store or other safe haven in sight. As she couldn't run away, it seemed likely that she was going to be robbed or attacked. But as they reached her, she took a deep breath, smiled, and turned toward each of them saying, "Oh! I'm so glad to see you. My arms are getting so tired. I don't know what I would have done if you hadn't come along. Here, you take this bag (as she handed a bag to one of the men) and you take this one (as she handed over the other bag to the second man). You saved me. Thank you." The two men automatically took her bags and walked her home. As she stood in her doorway with her bags on the floor inside, one of the men couldn't resist asking her if she knew what they had planned to do to her. "Of course I did," she said as she closed her door and locked it.

- Ask the children if the old woman could have outrun the attackers.
 - Ask them why they think the men changed their behavior. (She surprised them by changing the subject.) Teach them about the element of surprise. It is an emotion that allows a moment of suspended animation, in turn allows for feelings to change. Surprise can alter the mood of an encounter.
 - Ask the children what would have happened if she had not tried a pro-active strategy.
 - Ask them how they think the old woman felt and how that differed from how she acted.
- › Discuss the concept of acting “as if” something were true, and relate it to the story with the dogs. In that story the young woman had to act assertive. In the story about the old woman, she acted “as if” she was happy to see the robbers, “as if” there was no danger, and “as if” the robbers were friendly, helpful people. Treating them that way got them to act that way. This is important! How we treat people and what expectations we have of them affect how they respond to us.
- › Also discuss that learning these interventions is not a guarantee of safety. There is no guarantee. But in this situation, if the old woman had done nothing, there was a guarantee that at the very least she would have been robbed.
- › Have someone approach the instructor in a hostile manner while the instructor demonstrates the “Hey! Look...” technique in response to this approach. Ask the children to describe what they saw and how it was different from saying “Stop!” assertively. Repeat if needed. The following actions need to be covered. They are done almost simultaneously:
- Say, “Hey! Look...” (accent on “Hey!” and loud enough to grab a bully’s attention).
 - Look surprised (eyebrows raised, mouth open, face elongated).
 - Point diagonally behind the approaching bully, walking in the direction you are pointing.
- › Some children do not automatically understand the need for pointing behind the bully to make the bully turn away from them. The facilitator may need to explain this. Also discuss and demonstrate how walking away diagonally can keep you out of reach of the bully.
- › Say, “Hey! Look...” aloud and point as a group. Keep practicing until the class sounds and looks surprised and interested as a group. Then have the class point and walk as they say “Hey! Look...” Everyone should be walking toward the middle of the circle and get in each other’s way. While this is fun to do once, individual practice with an approaching person is important for sensing the correct spatial path to take.
- › Discuss the spacing and timing of the intervention. This intervention works best at 2-3 arm lengths, but it is also effective when the bully is close enough to grab.
- › Demonstrate the intervention at both distances. Discuss the importance of walking as they are talking, moving before the bully can process what is happening.
- › With the children standing in a large circle, have the adults pretend to be bullies and approach the children individually so each child can practice saying “Hey! Look...” while walking away diagonally. Give feedback as needed and have the child try again using that feedback. The coordination of saying, “Hey! Look...” while both sounding and looking surprised, in combination with having to move away diagonally from the bully, can be tricky for some children. They may need to practice several times.
- › When most of the class can say “Stop!” and “Hey! Look...” effectively, have the adults approach each child and have them decide which intervention to use. The first several times these skills are practiced, it helps younger children to know when you are coming toward them so they can prepare themselves. After several times of practicing, however, it is important to approach the children randomly, so they have to develop the ability to react quickly.
- › Use the handout illustrating the “Hey! Look...” approach to reinforce this lesson.

Pro-Active Strategies

“HEY! LOOK...”



Change the subject to change the mood.
Point on the diagonal behind the other person, saying
“Hey!” in a loud and surprised voice,
followed by “Look at _____”
as you walk away on the diagonal line you pointed to.



Activity 3, Pro-Active: Giving a Compliment

Overview: The children are taught to give a bully a compliment in response to teasing or threatening actions. Again, they have to act as if there is no threat. They have to get the bully's attention and make some complimentary comment while looking friendly and interested.

Time needed: 5 - 15 min.

Ages: K - Adult

Space needed: Small

Purpose:

- Learn the concept of changing the subject
- Learn the idea that being kind to someone who is mean can be a way to change a mood

Discussion Topics:

- › What is a compliment?
- › How does a compliment make people feel? How can giving one change the mood of an interaction?
- › What are some things you could compliment someone on (clothes, hair, looks, skills, etc.)?

Activity Description:

- › Have someone approach the instructor pretending to be a bully. When the child is about two or three steps away from you, compliment his/her hair. Do not tell the group what you are going to do before this demonstration. It makes a bigger impact if it is a surprise.
- › Discuss this approach. It is called giving a compliment. Brainstorm different things the children could compliment - clothing, hair, a talent, etc. Tell them the following story.

The Chase (Giving a Compliment)

A fourth grade girl reported that each day at recess a larger boy from her school would chase and threaten her. She wasn't really afraid of being hurt, she said, because her friends knew about the situation, and they positioned themselves between her and the boy to stop him from beating her up. Nevertheless, she didn't like being chased every recess and felt powerless to stop it. After practicing several interventions, she chose to act friendly by giving a compliment. The next recess, instead of running away, she complimented this boy on his running speed and offered to time him running across the playground. That was the last day he chased her. She was then able to play with her friends at recess instead of being protected by them.

- › Before having the children try this intervention, go over the following steps:
 - Do the intervention when the bully is three large steps away. (This timing gives you the chance to get away if your intervention doesn't work.)
 - Use an exclamation word such as "Oh" or "Hey" in a surprised, loud voice to get the bully's attention.
 - Act "as if" there is no danger or teasing taking place.
 - Whatever you compliment, do it in a dynamic way, e.g., "Oh! I love that shirt you're wearing. Where did you get it? I wish my mom would get me one like that."
- › Have adults pretend to be bullies and approach the children individually so each child can practice. Give feedback, and have them try again if necessary. It is very important in these early interventions that children really get the idea of being dynamic. At first let the children know before you approach them. Then approach them randomly so they get used to responding spontaneously. Use the Prevention Interventions Handout that visually demonstrates compliments as well as three other interventions to help children remember their options.

Activity 4, Pro-Active: Acting Friendly to the Bully

Overview: Children are introduced to the concept of treating the bully "as if" s/he was really a friendly, kind person whom they would like to play with.

Time needed: 5 - 15 min.	Ages: K - Adult	Space needed: Small
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Purpose:

- Learn the concept of changing the subject
- Learn the idea that being kind to someone who is mean is a way to change a mood

Discussion Topics:

- › How does being treated as if you are friendly make you feel? How might it change the mood of an interaction?
- › What does it mean to act "as if" the bully were a good, friendly person?

Activity Description:

- › Have someone approach the instructor role-playing a bully. Without telling the rest of the class what approach you will use, enthusiastically greet the bully, (if you think it would be acceptable, you could also put your hand on his/her shoulder) and ask the bully to play with you. Your response has to be strong enough to be surprising. Bullies do not expect to be treated in a friendly way. They expect people to be afraid of them.
- › Introduce children to the idea that many people act in the same manner they are treated. Many bullies have been bullied at home or in their neighborhood. Just as self-talk can change your behavior, talking to someone "as if" s/he were smart, helpful, and kind can change the way s/he behaves. (Remind the class that there is no guarantee of safety with any of these interventions.)
- › Share and discuss the following two stories. In the first story the class felt bullied but the child with the bullying behavior was not trying to hurt or upset anyone. Then approach the children and have them practice this intervention.

Hugging Jim (Being Friendly)

In a second grade class there was a boy named Jim who had brain damage. While waiting in line or sitting next to someone, Jim loved to hug or squeeze the other children until it hurt. This habit annoyed the children and they tried, to no avail, to get Jim to stop by using a firm voice. Only one child in the class, Beth, was successful. She was able to say "Stop!" in a very stern voice and looked like she meant it, too. Other children were not able to match her intensity. Another child, Isaac, decided he wasn't comfortable having to be so stern with Jim all the time. After some brainstorming, Isaac decided that Jim did not seem angry when he was squeezing but that Jim wanted physical contact with others. Isaac decided that whenever he stood or sat next to Jim, he would initiate friendly physical contact. While saying, "Hi," Isaac would ask Jim if he wanted a squeeze. The answer was always yes, and Isaac would squeeze him. This way instead of Isaac being squeezed, he became the squeezer. Isaac's approach worked very well, and other children decided to try it, too.

New in Class (Treating bullies "As If" they are friendly)

A ten-year-old girl had just moved to a new town and started fifth grade at a new school. Several boys in her class treated her badly, calling her names and trying to trip her. They were also mean to other girls in the class. The girl told the teacher several times, and although there were discussions about it, the behavior did not change. This child felt frustrated and helpless until she began learning some pro-active interventions. The idea that she could do something intrigued her. She practiced several interventions and got better at ignoring instead of whining. But even ignoring did not stop these boys. Finally she decided to try to treat these boys "as if" they were really being nice to her. She started by saying "hi" and inviting them to play soccer at recess. No matter what they said she acted "as if" it was friendly comment. It took a few weeks, but the boys started to act the way they were being treated. One boy even stopped someone else from teasing her. The teacher, as well as the other children in the class, also began to notice that these boys had changed their attitude. The whole class decided they wanted to learn some of these pro-active interventions.



Activity 5, Pro-Active: Changing the Subject

Overview: The concept of changing the subject has already been used in several interventions - being friendly, giving a compliment, and saying, "Hey! Look..." These interventions were very specific. This intervention is more generic, changing the subject to anything else, acting "as if" no teasing was going on. This is almost the same as being friendly.

Time needed: 5 - 15 min.	Ages: K - Adult	Space needed: Small
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Props: Giving a Compliment / Acting Friendly / Changing the Subject Handouts

Purpose:

- Learn the concept of changing the subject
- Learn the idea that being kind to someone who is mean is a way to change a mood

Discussion Topics:

- › Develop a list of subjects the children might use in this intervention.
- › When one strategy does not work, how do you decide what to do next? When do you know if you need to get help or try another strategy?
- › Discuss specific teasing situations and what might be said to change the subject.

Activity Description:

- › Have the children sit in a circle. Ask if their brothers or sisters tease them. Introduce the idea of changing the subject. With toddlers, offering them something in exchange for what they want usually works. With older siblings, act "as if" there is no teasing and ask them about something else, such as supper or a test the next day. The following is a story about changing the subject with a bully:

Bullying on the Bus (Changing the Subject and Acting Friendly)

A first grade boy, Travis, who was fairly quiet and timid, complained about a boy on the school bus who had been tormenting him regularly. He had tried saying "stop" assertively, but that had not worked. After one of the prevention classes he asked me to help him come up with another strategy. He was determined to work this out without adult intervention. After thinking over the things we had done in class, he decided to try the friendly approach. (For a shy child this was a big step, but being pro-active means self-assertion.) The next day on the bus when the boy started teasing and was about to hit him, Travis said "Oh!" in a loud voice. "Do you ever play soccer during recess? We could use some more players. I love soccer." Travis reported back to me that the boy did not answer back, but he did stop the teasing. He didn't seem to know what to do. Travis was thrilled that he had handled the situation himself.

- › When one strategy doesn't work for you, how do you decide what to do next? When do you know if you need to get help or try another strategy?
- › Ask children for specific examples of teasing, and discuss what they might say or do to change the subject. Challenge them to practice this strategy at home or at recess and write examples of using it, successfully or unsuccessfully.
- › Use the handout to review the last three interventions. Have the adults approach each child acting like a bully. Have each child use one of the interventions taught so far.

PREVENTION INTERVENTIONS

Surprise the bully or pest by reacting positively, including them in your play, negotiating a deal or distracting them.

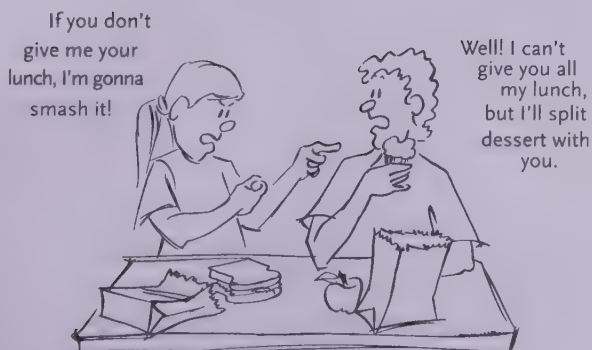
Giving a Compliment



Being Friendly



Negotiating a Deal



Distracting





Activity 6, Pro-Active: Asking for Help

Overview: The pro-active intervention, asking for help, is introduced. Children again use some type of exclamation to get the bully's attention and then ask for help in a desperate or happy voice.

Time needed: 10 - 15 min.	Ages: All	Space needed: Small
Purpose: Learning more pro-active interventions		

Discussion Topics:

- › Discuss the story of the old woman asking for help with her groceries and the one given in this activity about the contact lenses. How did these women change from being afraid to looking confident and appreciative?
- › What are things the children could ask for help with? Develop a list.

Activity Description:

- › Children start in a circle and review the four interventions taught so far.
- › Tell them the following story of the woman being approached by a gang in Central Park, New York.

Where, oh Where, Can My Contact Lens be? (Proactive Strategy: Asking for Help)

One day in New York City a young woman was standing in a park enjoying the day when she noticed a gang of teenagers coming closer and closer to her. She felt her early warning signs alerting her to danger. When they were near the edge of her "zone of safety," she suddenly dropped to the ground on her hands and knees, shouting, "Oh, no! My contact lens fell out!" and scrambled around as if looking for it. Other people in the area came over and dropped to the ground to help her look. And would you believe it, the gang did too. Quick thinking avoided danger.

- › Ask the student what tone of voice the woman in the park had to use to get the gang members' attention. Why did she need to move suddenly?
- › Ask the children what they would do in a similar situation. Help them to brainstorm different ways to ask for help. Give them some example to start with. These could be emergency things like the contact lenses in the story above and could include losing something important or being sick and needing a grown-up. If the bully is someone at school that the child knows, however, asking for help could include asking the bully to teach the child something such as help with a specific basketball play or soccer move or help with dancing or school work. In this type of situation, the child must know that the bully is already good at what is being requested.
- › Next have them practice asking for help.
- › The students now have five interventions ready to use. This is a good time to have an adult approach them at random role-playing a bully, and have the children try to come up with a response. At this point in teaching, it may be helpful for the adult to persist in the role-play until the child's response is convincing. This has to be done carefully so no one feels traumatized. (See the Training Manual under Activity Five for possible problems with persisting too intensely.)

Activity 7, Pro-Active: Remembering an Appointment

Overview: The children are introduced to the idea of suddenly remembering what day it is and responding somewhat frantically by saying something like, "Oh no! It's Wednesday, isn't it? I've got a doctor appointment, and I'm going to be late. I'm in for it now." They then leave abruptly. They act "as if" there is no threat worse than their parent's wrath.

Time needed: 10 - 15 min.	Ages: All	Space needed: Small
Purpose: Learning more pro-active interventions		

Discussion Topics:

- › Discuss this intervention with the children. Ask them how it changes the subject and what "as if" style has to be used to make it successful.
- › Discuss how fast your brain can work in a crisis. Discuss using self-talk so you do not freeze but can think when stressed.

Activity Description:

- › Have the children start in a circle. Have one person approach you. When that person is about three large steps away, frantically ask him what time or what day it is. Then say something like, "Oh my gosh, my mom expected me fifteen minutes ago. Am I ever in trouble." Then head toward your imaginary home in a very purposeful way.
- › Discuss this strategy with the students. Ask them how it changes the subject and what "as if" style has to be used to make it successful. Then tell the students the following true story.

This is Tuesday, Isn't It? (Pro-active Strategy)

One fall day, a fourth grade girl was walking home from school when two middle school boys jumped out from behind some bushes right in front of her. She didn't know them, but they looked like they were going to bother her. She was right. They started to throw leaves all over her and block her way on the sidewalk. She started to panic. Then remembering some skills from prevention classes, she took a deep breath and said, "Oh no! This is Tuesday, isn't it? I'm going to be late for my music lesson. My mom is going to kill me!" At that she took off running toward home. The middle school boys just stayed where they were.

- › Help the children to see that in this story the girl did not have to ask the time. She asked a rhetorical question "This is Tuesday, isn't it?" Also note that she started to get scared and panic, but she was able to breathe, and think, and change her attitude to a pro-active one very quickly. Reassure the children that in most scary situations, one's mind goes into super speed so that thoughts and changes in attitude can really happen fast enough to save you. Our bodies are built to help keep us safe, but we must practice using that part of us. This girl started with an exclamation to get the boys' attention. She acted "as if" there was no mean bully. She changed the subject and left quickly.
- › Again, demonstrate the strategy, discuss it, and then practice it individually, giving feedback to each student.
- › Use the Prevention Interventions Handout that demonstrates this intervention to help students remember their options.



Activity 8, Pro-Active: Being with Others

Overview: Children are introduced to the pro-active intervention of being with other people and then practice it. They are shown three different ways of doing this.

Time needed: 10 - 15 min.	Ages: All	Space needed: Small
Props: Asking for Help / Remembering an Appointment / Being with Others, etc. Handouts		
Purpose: Learning more pro-active interventions		

Discussion Topics:

- › What are the different ways to utilize this intervention? (Stay near others if you are worried ahead of time about a possible confrontation. When you are being harassed, find some friends or people you know to join up with or if there is no one you know around, join some people you don't know as a way to get away, acting as if you do know them.)

Activity Description:

- › Since most bullies are looking for someone weaker than them, they tend to prey on isolated individuals. The children are, therefore, shown the protective value of being with others.
- › There are three ways of being with others. First, when you are worried ahead of time that someone might bother you, stay near others on the playground or in the neighborhood so they do not approach you. Second, when bullies begin to bother you, find some friends or people you know and join them. Third, when being bullied or harassed and there is no one you know nearby join with strangers pretending they are family or friends.
- › Examples of the second and third options described above are included. Discuss each one before going on to the next.

Find a Friend (Being With Others)

Some middle-school students were harassing a fourth grade girl on her way home. Luckily she saw a classmate she knew across the street and called over to her, starting with "Hey!" in a loud voice. "Hey, Mary! Wait up! I'll walk you home." With a happy expression, she waved and walked across the street quickly.

- › Why do you think saying "Hey!" worked? How do you need to say it to really change the focus of the interaction?

Threatening Interaction (Being with Others, Trickery)

A sister and brother were playing at a park down the street from their home at dusk when three drunken young men started harassing and threatening them. One of them had his hands on the teenage girl, telling her she couldn't leave. She was very scared but felt she had to protect her younger brother. She took a breath, and when she saw a couple walking their dog down the street, she remembered the strategy of being with others. She pulled away from the young man, grabbed her brother's hand and walked over to the couple, pretending they were her parents. The children walked home alongside the couple. When they got home they told their parents what had happened. The police were notified.

- › These children could also have used “Remembering an Appointment” or “Stop or I’ll report you to the police!” or other interventions. When one thing does not work, you can try another.
- › Have the adults approach the children while they practice the three ways of using this intervention.
- › Have adults approach the children while they choose from all of the interventions taught so far.

Pro-Active Strategies

PREVENTION INTERVENTIONS



Remembering an Appointment

Change the subject to change the mood.
When a person starts bothering you,
suddenly remember an appointment you
have. Say "OH, NO! This is Tuesday, isn't
it? I'm supposed to be meeting my mother."

Pretend you are late and have to hurry.

Walk quickly away.



Asking for Help

"OH! I'm so glad to see you.."

I lost my _____. (watch, button,
contact lens, mitten, hat, etc.)

Would you show me how to _____?"
(shoot a basket, tie a knot, etc.)

Change the subject by changing the mood.



Being with Other People

Being with others helps keep you safe. It
doesn't matter if you know them or not;
you can pretend to be part of the group.



Getting Help from a Grown Up

Let a grown up know when you have been
threatened or your early warning signs tell
you that you are not safe.





Activity 9, Pro-Active: Making a Joke Out of Teasing

Overview: Students are introduced to another intervention that is specifically used for teasing or verbal harassment. Students must find a way to take the insult and neutralize it, taking the power away from the verbal bully.

Time needed: 5 - 15 min.	Ages: 1st grade - Adult	Space needed: Small
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Purpose: Learning more pro-active interventions

Discussion Topics:

- › Ask for examples of teasing and then brainstorm with the class on responses that would neutralize the teasing.
- › Discuss how some responses neutralizes while others can insult and feed the fire. See if the children can clarify the difference.

Activity Description:

- › This intervention is difficult for students who are not particularly articulate or quick witted. To be effective, one takes an insult and turns it into something neutral. It is good to have several examples. Here are some that a group of first and second graders used:
 - A child with glasses is called four eyes. She replies, "Thanks, four eyes see better than two."
 - A short child is called a "small fry." He replies, "Good things come in small packages."
 - A fat child is teased about her size. She replies, "The rounder you are; the faster you roll."
- › Ask the children if they are ever teased, and ask for some examples of it. Then brainstorm with the class on responses that would neutralize the teasing.
- › Tell the children about the following example of a child who was being teased regularly and did not know how to handle it.

McTeasing (Neutralizing Teasing)

In one first grade class a child with the last name of McDonald got teased about the restaurant by that name. Her class gave her the idea of responding with "Oh, yes! My restaurant makes wonderful hamburgers. Would you like some?" Previous to this suggestion, this child would come to the teacher whining and crying at least once a week. This child had not been able to say 'stop' assertively, but was successful stopping the teasing with this technique. Several other children in this class felt that they would not be able to come up with their own reply to neutralize teasing, while some felt they would have no problem. Since teasing is often repeated regularly, there are many opportunities to come up with a good retort. In this class four children volunteered to be helpers for anyone needing to come up with a reply for the next time they were teased. This seemed to work well, and the upset around teasing significantly decreased.

- › Since this is an intervention that several children will not be able to do on their own, do not make the class practice this. Instead, after discussing what type of teasing they are experiencing, see if a group of students would be willing to help others come up with neutral responses. Note that it cannot be a response that adds fuel to the fire. It must put out the fire. Most children getting teased regularly hear the same teasing over and over. They can get help coming up with a retort after the first time they get teased and know that it will help them later.

Activity 10, Pro-Active: The Broken Record Technique, or Agreeing with the Teasing

Overview: The children are introduced to the idea of selecting a neutral response and repeating it in response to teasing without getting into a discussion or argument.

Time needed: 5 - 15 min.	Ages: 1st grade - Adult	Space needed: Small
Purpose: To learn more pro-active interventions		

Discussion Topics:

- › Discuss this intervention and how many times to use it before physically moving away.
- › Discuss the story example given. The boy agrees with the teasers and then repeats his comment. How does each party in the example feel?

Activity Description:

- › Review the past six interventions. Ask the children if they have tried any of them. You can have the children share their experiences verbally or write about them later.
- › Introduce the idea of the broken record technique. Explain that it is a way to keep things from escalating when someone is teasing you. Tell the following story to illustrate this.

Broken Record Technique

A first grade boy reported that three second graders that he did not know had called him an "A-hole" during recess. While the boy did not know what this phrase meant, it was clear from the second graders' body language and tone of voice, that they were being anything but friendly. The boy decided to try the broken record technique. He turned to them and replied, "Oh yes, I get A's on almost all my tests." The second graders then said, "We're not talking about your tests, we're calling you an 'a-hole.'" The boy again repeated, "Oh yes, I'm a good student. I get A's on almost everything." The second graders got annoyed, and in an angry voice, they yelled that they were calling him a name, not talking about his work. The first grade boy again gave the same reply and quickly turned and walked off. These second graders never bothered him again, and he did not report them to a teacher. He felt that it was done. However, when asked how he felt about the outcome of the situation, his response was not proud, as anticipated, but hurt that these boys who did not even know him would say this hurtful thing to him.

- › Discuss the story. Ask the children who, in their opinion, lost the confrontation. Really, no one did. The second graders did not get into trouble and never teased the boy again, so he handled the situation successfully.
- › Discuss the first grader's timing. He repeated his response three times before walking away. The second graders were beginning to get frustrated at not upsetting the younger boy. Walking calmly away before the frustration reached a boiling point was important. Point out the importance of finding someone to share the feelings aroused by such an incident.
- › The easiest way to use the broken record technique is agreeing with the teaser. "Thank you for sharing that." Or, "Yes, I see you noticed that." Brainstorm responses from the students and then have them practice using them. Have only the adults tease, or assign some specific things to be said. Check in with the students to make sure they can handle hearing these things said to them. Role-plays must be safe.



Activity 11, Pro-Active: Ignoring

Overview: Children review strategies for ignoring, revisit the ABC's of Safe Ignoring from the previous chapter, and explore the role of ignoring as a pro-active intervention.

Time needed: 5 - 15 min.

Ages: 1st grade - Adult

Space needed: Small

Purpose: Learning more pro-active interventions

Discussion Topics:

- › Review strategies for ignoring from the previous chapter.
- › Discuss any problems students have with using ignoring.

Activity Description:

- › Remind students of the ABC's of Safe Ignoring.
- › Have them practice sitting without moving while adults or children try to distract them.
- › Discuss problems students have when they try to ignore teasing.
- › Review the strategies used in the "Don't Laugh" activity in the previous chapter.
- › Incorporate ignoring as a pro-active intervention. Add it to the growing list of strategies.
- › Have students practice ignoring while adults provoke them.



Activity 12, Pro-Active: Being Funny or Goofy

Overview: Introduce the idea of being silly or funny as a way to change the subject.

Time needed: 5 - 15 min.

Ages: 1st grade - Adult

Space needed: Small

Purpose: Learning more pro-active interventions

Discussion Topics:

- › Discuss the role of humor in diffusing aggression or rage.

Activity Description:

- › Ask the children if, while they have been angry or annoyed, they have ever experienced someone doing something funny. Ask them what happens to their anger after they have laughed. Silliness or humor is a great mood adjuster.
- › Have everyone try it at least once. Some children will find this easy to do and, just as in neutralizing teasing, some will find this difficult. These interventions can be silly verbally or non-verbally.
- › Then allow each child to choose four different interventions and try each one as approached.

Activity 13, Pro-Active: Emergency Interventions

Overview: There are several interventions that should not be used for teasing or playground fights. Students are taught a series of things they can do if they are being abducted or robbed, or threatened by an adult or a gang where their physical safety is at risk. Safety rules are then reviewed.

Time needed: 30 min.	Ages: K - Adult	Space needed: Small
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Props:

- Emergency Interventions Handout
- Paper, Markers, etc. (Supplies for making safety posters)

Purpose: Learning protection techniques for life threatening emergencies

Discussion Topics:

- › Discuss the difference between teasing or minor conflict and situations that are truly dangerous.
- › Discuss the various emergency interventions. (Not all are appropriate for all ages.) What would it feel like to actually have to do one?
- › What do you consider an emergency situation?
- › Go over safety rules and discuss how they help one make a decision in an emergency.
- › Discussion is essential in this activity because the topics can be frightening. You may need to reassure students that many people never have an emergency where they need to use one of these interventions.

Activity Description:

- › Discuss the difference between teasing, pestering, even minor fights and other situations that are truly dangerous. Reassure children that most people are friendly, but just in case, you are going to teach them some interventions that should only be used in emergencies.
- › Tell the following story about a man in an emergency:

Acting "As If" You are Crazy

Late one night in New York City, a young man found himself alone while waiting for a subway. When a gang of kids entered the waiting area, the young man sensed that he was in danger. The gang was heading toward him, and he had nowhere to go and no one to call to for help. In desperation he suddenly began to act "as if" he were crazy. He began jumping up and down and screaming. He started drooling and ripping at his clothes. He must have been convincing because the gang left the subway station. Most people are afraid or nervous around someone who acts so weird.

- › The following interventions are used only in dire circumstances. Use good judgement about bringing them up. I am particularly careful about the Yelling "Fire" intervention. With an extremely impulsive group, I might not even introduce this. You might also want to use discretion about wetting. I have never had a problem, but I really emphasize the fact that these are only to be used in dire circumstances.
- › **Acting crazy** is the first emergency intervention. Discuss the story with the children.

- › Discuss the fact that there are several things which tend to make people shrink away from others.
 - **Being Sick** (with something contagious like AIDS)
 - **Vomiting**
 - **Wetting Yourself**
- › Make the point that if they do these interventions more than once with the same person, they will lose their impact. That's why they are saved for emergencies.
- › Have the children pretend they are going to vomit as an adult approaches them. The timing is very important. If the adult is too far away they will be able to see that the child is faking. The intervention should be done when the adult is two to three steps away from the child to make the adult want to get away from the possibility of being hit with vomit.
- › Discuss other interventions with the children.
 - **Yelling "FIRE"** is another emergency intervention. Many people ignore the call for help thinking it is a child playing. But almost no one ignores the call of fire. Explain to the children that you will not even have them practice this because if someone overhears them, they might call 911.
 - **Running Away** is sometimes a good intervention. If a person in a car asks a child to help or come for a ride, running away is a good option.
 - **Giving the Person What They Want** may be the best way to save yourself if you are being robbed or captured. Even if it's your best belonging, your life is more important.
 - **Getting a Grown-up** is essential once you get away.
- › Once these interventions have been discussed, it is a good time to go over safety rules that help one to function in an emergency and help to protect one from getting into emergency situations in the first place.
 - You have the right to feel safe.
 - Always make sure the grown-up in charge knows: **who** you are with, **where** you are going, **how** you are getting there, and **when** you are coming back.
 - It is not a child's job to help an unknown adult asking for assistance. Adults should ask other adults for help. Even if the adult is a friend, children should not help unless the grown-up in charge of you knows about it.
 - It is okay to break the rules, such as running in the halls at school, if safety is at stake. (It is amazing how many young children, kindergarten age and younger, are such concrete thinkers that they do not realize they can break a rule in an emergency.) It does not hurt to discuss this even with first and second graders.
 - It is okay to lie (telling an attacker that you promise never to tell anyone) in order to get away from a dangerous situation. When you do get away, tell a grown-up right away.
 - Always go to a grown-up if you see a weapon, hear threats about someone getting hurt with a weapon, or if you feel that someone's safety is at risk.
 - If one grown-up does not believe you, go to another one and another one until someone does believe you.
- › Add any other safety rules you think are appropriate for your class. Have each student make a poster illustrating or listing the rules. These posters can be hung in the class for a while but should then be taken home to share with parents.
- › Have the children practice saying phrases such as "Breathing and thinking will get me through this," for use in a frightening situation. This will help them take action in an emergency instead of freezing.

EMERGENCY INTERVENTIONS



- Act Crazy
- Be Sick
- Vomit
- Wet Yourself
- Yell "FIRE"
- Run Away
- Give the Person What They Want
- Get a Grown-Up
- Call 911



SAFETY RULES IN AN EMERGENCY

- You have the right to feel safe.
- Always make sure the grown-up in charge knows: who you are with, where you are going, how you are getting there, and when you are coming back.
- It is not a child's job to help an unknown adult asking for assistance. Adults should ask other adults for help. Even if the adult is a friend, children should not help unless the grown-up in charge of you knows about it.
- It is okay to break the rules, such as running in the halls at school, if safety is at stake.
- It is okay to lie (telling an attacker that you promise never to tell anyone) in order to get away from a dangerous situation. When you do get away, tell a grown-up right away.
- Always go to a grown-up if you see a weapon, hear threats about someone getting hurt with a weapon, or if you feel that someone's safety is at risk.
- If one grown-up does not believe you, go to another one and another one until someone does believe you.
- (Add your own)



Activity 14, Pro-Active: Role of the Witness

Overview: Introduce the role of the witness in preventing bullying. Discuss and practice various interventions through role-playing.

Time needed: 30 min.	Ages: K - Adult	Space needed: Small
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Props: Role of Witness Handout

Purpose:

- Introduce the role of the witness in stopping violence
- Practice different types of interventions that the witness can use

Discussion Topics:

- › Discuss the idea of breaking rules and promises in an emergency.
- › What is the difference between reporting and tattling?
- › Discuss the role witnesses can have in ending bullying. What are ways for a witness to intervene without putting his/her safety on the line? Discuss the various stories that are part of this activity.

Activity Description:

- › Read the following story to your class to introduce the concept of the witness role as well as illustrating the idea of it being okay to break the rules during certain situations.

On the Bus (The Role of the Witness/When to Get Help from an Adult/When it's Okay to Break Rules)

At the end of the 1994-95 school year, a mother (who was visiting school that day) asked her academically gifted kindergartner why she was avoiding a boy from her class during recess. The child explained that for months this boy had been preventing her from getting off the school bus until she kissed him. Afraid of missing her stop, she would comply. She had tried waiting until he got on the bus, so she could choose a seat far away from him. But then he would switch his seat. When asked why she didn't call out to the bus driver or get up and switch her seat, she said that these things were against the rules. This child had been miserable for months but did not want to break the rules or tattle.

- › Ask the children when it is okay to break the rules. If the teacher fell to the floor unconscious, and there was a rule against running in the hallways, would you run or walk to get help? What about this little girl? She was not being hurt physically, but she felt she had to comply physically day after day or risk missing her bus stop. She had actually tried some strategies, but they had not worked. Would this be a time to get help even if it meant breaking the rules?
- › What is the difference between tattling and reporting danger? Tattling is meant to get another person in trouble. Reporting is a way to keep yourself or others safe. If a child hears about someone's plan to shoot other children, reporting is obviously very important. For the girl on the bus, reporting would have let her feel safe.

Ask why the class thinks the children sitting near this girl did not help her? Introduce the concept of the role of the witness and its relationship to ending violence. (See the section on targets, bullies, and witnesses in the introduction of the Training Manual.)

- › There are several things a witness can do. A witness can:
 - Stand up to the bully and say “stop” in an assertive manner.
 - Change the mood of the interaction through humor.
 - Support the target by disagreeing with the bully.
 - Support the target later in private.
 - Get help by gathering other peers in support.
 - Get an adult.
 - Call 911 if it's serious enough.
 - Help the target ignore the bully by engaging the target in friendly conversation.
 - Compliment the bully as a way to side track the aggression.
 - Yell or help in yelling “FIRE!” or “Help!” etc.
- › Many of these interventions are similar to strategies a target of bullying might use, except this time they are to help someone else. It's important to emphasize that it is not the witnesses' responsibility to put themselves in physical danger. Before that has a chance to happen, they should be getting help.
- › Tell the students the following story. Discuss it and then have them practice some of these interventions through role-plays. Approach a student as if you were a bully. Have other students join in saying “stop” as a group.

The Witnesses Stop the Bullies

A second grade class shared that they did not feel safe at recess. Three boys who were somewhat larger than their classmates tended to hang out together at recess and torment other students from their class. The teacher did not seem to know this was going on, nor did she take it very seriously. After emphasizing that everyone has the right to feel safe, it seemed important to work with the class on this issue. The class had already been working on the role of the witness. They had practiced saying “Stop” firmly in groups of three. Now it was time to put the theory to work. They were told that if they really did not want to be bullied any longer, they had the ability to stand together and stop it. Quite intentionally, the three boys that were doing the bullying were chosen to role-play the bullies. Another child was chosen to be the target of the harassment. As the three boys started picking on this child, the class was told to gather around her, and as a group of twenty, tell the bullies they would not tolerate it any longer. With twenty students standing together shouting “Stop!” in a convincing way, the three bullies stopped in their tracks. It was a very powerful moment. Everyone was surprised at how strong they looked, felt, and sounded. The class could really see that if they worked together they could keep this group of boys from bothering them. The bullying on the playground stopped as of that day. Standing together in numbers is a powerful force.

- › It is important to discuss staying safe as a witness. Sometimes the best thing to do is to get help. What follows is a true story of a student witnessing a dangerous situation.

It was a late afternoon in the spring, and two second grade boys were playing at the playground. Another child (a first grader) came to the playground and, with no provocation, took out a knife and threatened one of the boys who was playing on the climbing structure. His friend decided not to say anything. Instead, he ran to his house, which was less than a block away, and got one of his parents to help. Luckily, by the time the parent arrived, the knife was down, and no one was harmed. The proper adults were contacted, and the first grade boy got the help he needed to deal with his anger problems. There are so few bullies compared to the numbers of potential witnesses that if the witnesses stand together, bullies do not stand a chance.

ROLE OF THE WITNESS

Help Stop Bullying without Getting Hurt



- Stand up to the bully and say “Stop” in an assertive manner.
- Change the mood of the interaction through humor.
- Support the target by disagreeing with the bully.
- Support the target later in private.
- Get help by gathering other peers in support or by getting an adult.
- Call 911 if it is serious enough.
- Help the target ignore the bully by engaging the target in friendly conversation.
- Compliment the bully as a way to side track the aggression.



- Yell or help the target yell “FIRE!” or “Help!” etc.
- (Add own ideas)



Activity 15, Pro-Active: Keeping Track of Interventions

Overview: Students are introduced to rhyming verses to help them remember interventions. Each individual student fills out a worksheet elaborating his/her most comfortable strategies. Students are given a chance to role-play bullying or confrontational situations they are currently encountering to see these interventions put into practice.

Time needed: 45 -60 min.

Ages: 1st - 6th grade

Space needed: Small

Props:

- Proactive Strategies Handout
- Pro-Active Intervention Worksheet

Purpose:

- Integrate interventions
- Choose a number of interventions best suited to one's style and commit them to memory

This is important to do even if you don't teach all of the interventions. It helps students make choices from what you have taught and remember them.

Discussion Topics:

- › Once the interventions have been reviewed, allow students to share bullying or harassment problems that are currently happening.
- › Discuss appropriate interventions and how the children might have to combine interventions to deal with certain problems.

Activity Description:

- › Once students learn interventions, it is important that they remember as many as possible when in potentially stressful interactions. Use the handout with rhyming verses to list different interventions. Go over these with the students, chanting them.
- › Using the Pro-Active Intervention worksheet, ask students to pick their favorite interventions and illustrate them. Then have them pick the verses that go with these interventions and memorize them. A list of the Pro-Active Strategy Verses follows:

Just say, "Stop" while standing strong.
Say "Hey, look!" and walk along.

Compliment or ask the time.
Make a joke, repeat a line.

Stay with others to stay secure.
A friendly word might be the cure.

Ignore provoking; just stay calm.
Distract or run; avoid the harm.

Ask the bully to help you out.
Act sick or crazy to chill them out.

Goofiness, a funny joke,
Could keep your nose from getting broke.

Emergencies need voices higher
Calling "Help" or yelling "Fire."

Wet your pants or "lose your lunch."
Surrender so you don't get punched.

Create surprise to change the mind.
It could make mean turn into kind.

When in danger, stay alive.
Then tell a grown-up. That's no jive.

Agree with what the bullies say.
Pretend that you are late today.

- › Once the worksheet is done, allow students to share particular problems that are currently happening. While I generally do not advocate having students role play bullies (I do not want to encourage that behavior), it is sometimes helpful to have them do so while you try out different interventions. This allows you, the instructor, a chance to experience exactly what the targets are experiencing and for the targets to experience what some of these interventions might feel like to the bully. If I am taller than the students are, I tend to do as much of the intervention as I can while kneeling. Since most bullying incidents happen to someone who is smaller than the aggressor, it puts the power issue into better perspective. Sometimes it takes more than one intervention to change the behavior.
- › If your first intervention does not work, try another and another until you have an impact.
- › Discuss role-plays. Make sure you touch on the idea of persistence in dealing with a problem.
- › You can then reverse roles or allow students to act out both parts of the role-plays.



Note to Teacher: while chasing games on the playground are often not serious compared to some of the more aggressive and demeaning bullying tactics, the tension and frustration for those who are being pressured into running away everyday can be great. Some of these students do not want to come to school. They may not feel safe there. Teachers need to take this kind of complaint seriously and help their students to persist in finding a way to handle the situation. Getting students to develop the ability to persist in standing up for themselves while they are young (even if it means having to try several different strategies, sometimes over several days) should mean increased safety from peer pressure involving drugs, guns, alcohol and sex when they are older.



Note to Parents regarding alternatives to aggression: All the interventions described in this unit can be taught at home as well as at school. Compliments, goofiness, and changing the subject seem to work best for sibling conflicts, although your children might find something else that works better for them. The idea of offering a toddler something else to distract him so that he drops the toy you want is using the distracting technique. This same technique can be used with older children; the distraction just has to be more sophisticated. While these interventions will not eliminate all sibling conflicts, it has worked wonders for many children in dealing with taunting in particular. Additionally, these interventions can help your child be safe in the community.

Just this week one of these techniques prevented a potential assault of my own children. They were playing at a park down the street at dusk when three drunken young men started harassing and sexually threatening them. One of them had his hands on my daughter, telling her she couldn't leave. My daughter remembered the strategy of being with others, and when she saw a couple walking their dog down the street she pulled away from the young man, and together with her brother, they pretended that the couple were part of her family. She walked home along side them, and we then reported the incident to the police.

Practice sessions at home should be short: ten to fifteen minutes at a time. Sometimes it is more fun if you allow your children to invite their friends over to practice and brainstorm together. Also, within a family, you can let the children pretend to be bullies while you practice an intervention. Have your children give you feedback on how you appeared. This will improve their observation skills as well as give them more ideas of what they can do and may actually help you if you are ever in danger. Ask your children to role-play things they actually have to deal with that cause them or their friends stress. This is a good way to find out what is happening at school or in the neighborhood. And because it is just your family and you get to decide how long and how often you are going to work at this, you can attempt to figure out strategies that your child feels comfortable enough to try using in the real stressful situation. If your first idea does not work, brainstorm again. This way you are also teaching your children persistence. A classroom often has too many children and not enough time to go into that kind of depth with each child, although even in a classroom I sometimes have children role-play an issue that is bothering them so I can get a sense of how it actually gets played out. That way the interventions are more likely to succeed.

Proactive Strategies



Just say “Stop” while standing strong.
Say “Hey! Look...” and walk along.

Compliment or ask the time.
Make a joke or repeat a line.



Stay with others to stay secure.
A friendly word might be the cure.



Ignore provoking; just stay calm.
Distract or run; avoid the harm.

Ask the bully to help you out.
Act sick or crazy to chill them out.



Goofiness, a funny joke,
Could keep your nose from getting broke.

Emergencies need voices higher,
Calling “Help!” or even “Fire!”



Wet your pants or “Lose your lunch.”
Surrender so you don’t get punched.



Create surprise to change the mind.
It could make mean turn into kind.



When in danger stay alive.
Then tell a grown-up. That’s no jive.



Agree with what the bullies say.
Pretend that you are late today.



Pro-Active Strategies

My Prevention Interventions



Pick at least four pro-active strategies (see list or make up your own) that you think would work best for you if you had to deal with an annoying or dangerous situation. Draw a picture or write about each of the pro-active strategies you choose.

Prevention Interventions:

1. "Stop!" or "No!"
2. "Hey! Look..."
3. Compliment
4. Agree with bully
5. Asking the time
6. Asking for help
7. Being friendly
8. Being with others
9. Making a joke
10. Broken record
11. Ignoring
12. Distracting
13. Changing the subject
14. Being silly or goofy
15. Acting sick
16. Acting crazy
17. Wetting your pants
18. Throwing up
19. "Help!" or "Fire!"
20. Doing what the attacker demands until you can get help
21. Getting/Telling a grownup



Violence Prevention through Movement Pro-Active Interventions Unit

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been working on learning Pro-Active Interventions, strategies for dealing with day-to-day conflicts, teasing, and aggression. There are many ways other than fighting to deal with conflict, bullying, and danger.

ASSERTING YOURSELF: Many children often do not know what to do when they are faced with a pestering friend or sibling. Saying "Stop!" in a strong, assertive manner is much more effective than whining. All the children practiced how to say "No!" or "Stop!" with an assertive voice and body. They learned to take a small step forward and slightly to the side with both knees bent to make their personal space bigger. This "front stance" (as it is called in martial arts) is a balanced and strong position. The ability to act **"As If"** we feel strong and brave, even if we really don't, can be crucial in a dangerous situation. In addition, most bullies do not expect anyone to stand up to them. They are looking for someone they can intimidate.

REDIRECTING AGGRESSION: As another strategy for dealing with a bully, children are taught to point to something nearby and say **"Hey! Look at that!"** while moving toward the object of interest. A surprised voice and face are keys to involving the other person in this change of subject. This is another form of "as if"—"as if" we were truly interested in whatever it is that we can see diagonally behind the bully. This allows us to either move away from the bully or involve the bully in a friendly way. The children have also practiced **complimenting** the bully or pest, or **asking for the time** in a frantic way and saying how late they are, as a way to change the subject and surprise the bully. They have been asked to try **changing the subject** when a sibling is teasing them (e.g. sibling calls them a name, they act "as if" it did not happen and begin to talk about school or ask the sibling a question). While we practiced many techniques all geared toward empowering the children, they are taught that in real danger they should always **tell a grown-up**. For use in dire emergencies only, we discussed, but did not practice, screaming **"FIRE!"** or **wetting ourselves** as a way to get help or get away.

MORE STRATEGIES FOR DEALING WITH TEASING OR AGGRESSION: Below is a list of strategies for dealing with conflict. While they do not always work, many children report success. Each child is expected to master 3 techniques, in addition to saying "STOP!" assertively. We are also working on decreasing tattling.

- | | | |
|-----------------------------------|--------------------------|-------------------------------------|
| 1. Say "STOP" assertively | 5. Compliment the teaser | 9. Play with other friends |
| 2. Change the subject or distract | 6. Agree with the teaser | 10. Change teasing to friendly joke |
| 3. Walk away | 7. Ask for help | 11. Use Broken Record technique |
| 4. Say "Hey! Look..." | 8. Be friendly to teaser | 12. Ignore |
| | | 13. GET HELP FROM ADULT |

Please help your children at home by:

- Discuss the concept of acting **"as if"** your child is strong or **"as if"** the bully or pest is friendly.
- Ask your child to demonstrate being assertive and three other interventions.
- Remind your children to act **"as if"** their siblings are not teasing them by changing the subject.
- Use these interventions at home as a family when things are getting tense.

Please feel free to contact me with any question or comments.

Sincerely,

Violence Prevention Through Movement Curriculum

Pro-Active Interventions Unit - Lesson Plan

LESSON ONE – Teaching Assertion, “As If” Brave & Changing the Subject

TIME	ACTIVITY	NOTES
5-10	Discuss bullying & strategies for dealing with it.	
15-20	Teach Assertion (Pro-Active Activity 1) Use the Assertion Handout for illustration.	Keep in mind: 1. Acting “as if” you are not scared. 2. Making space bigger–body wide, etc. 3. Knees bent, balanced. 4. Facial expression.
15-20	Teach “Hey! Look...” (Pro-Active Activity 2) Use the “Hey! Look” Handout for illustration	Include story about old woman. Keep in mind: 1. Facial expression and tone of voice different than assertion, 2. Zone of Safety makes intervention most effective.

LESSON TWO – Other Strategies: Compliment, Being Friendly, Being with Others

10-15	Review and practice assertion & “Hey! Look...”	
5-10	Discuss causes or reasons for bullying behavior.	Discuss how moods can change, e.g. anger can dissipate when someone tells a joke.
15-20	Teach Giving a Compliment, Being Friendly to the Bully, and Changing the Subject (Pro-Active Activities 3, 4, & 5).	Use the appropriate handouts for these interventions.
10	Stretch cloth activity	As time allows.

LESSON THREE – Asking for Help & Other Interventions

10-15	Review Giving a Compliment, Being Friendly to the Bully, and Changing the Subject.	
10-15	Discuss and demonstrate Asking for Help and Asking the Time (Pro-Active activity 6 & 7).	
15-20	Approach the children in a random order, and have them come up with a response.	Have adults role-play as bullies.
10	Introduce Being with Others (Pro-Active Activity 8)	Use appropriate handouts for these interventions

LESSON FOUR – More Interventions

5-10	Review Interventions from last class.	
10-15	Introduce and practice other interventions.	Include accompanying stories.
25	Introduce Emergency Interventions.	Use the Emergency Handout, go over safety rules, and make individual posters.

Continued

Violence Prevention Through Movement Curriculum

Pro-Active Interventions Unit - Lesson Plan (page 2)

LESSON FIVE – Role of Witness, Breaking Rules, Real Danger

TIME	ACTIVITY	NOTES
5-10	Tell story of little girl on school bus.	Discuss breaking rules and the role of the witness in dangerous situations.
5-10	Practice witness/bully role-plays.	Children step in to help peers in witness roles. Go over Witness Handout.
5-10	Role-play chasing and bullying situations with children practicing various interventions.	Choose situations children actually deal with on the playground. Send home the letter on Pro-Active Interventions.

LESSON FIVE – Review & Keeping Track of Interventions

5-10	Review safety rules & Witness Interventions.	
15-20	Review Interventions. Chant verses. Fill out Intervention Worksheet. Memorize verses that correspond with worksheet.	Use the Intervention Jingle/Intervention Worksheet.
20-30	Role-play chasing and bullying situations with children practicing various interventions. Allow children to role-play bullies.	Choose situations that the children actually deal with on the playground. Have children memorize verses that correspond to the interventions on their worksheet.

Pro-Active Interventions Unit / Cross-Reference Chart

ACTIVITY	pg.#	Grade Level	Space	People	Time	Issues
PRO-ACTIVE STRATEGIES SA=Spatial Awareness AM= Anger Management CR=Conflict Resolution FT=Frustration Tolerance E=Empathy BI=Body Image S=Safety						
Teaching Assertion	114	K - A	S, M, L	P, S, C	15-20	SA, BI, CR, AM, FT
"Hey! Look..."	118	K - A	S, M, L	P, S, C	15-20	SA, BI, CR, AM
Giving a Compliment	121	K - A	S, M, L	P, S, C	5-15	SA, E, CR, AM
Acting Friendly to the Bully	122	K - A	S, M, L	P, S, C	5-15	SA, CR, AM
Changing the Subject	124	K - A	S, M, L	P, S, C	5-15	SA, E, BI, CR, AM, FT
Asking for Help	126	K - A	S, M, L	P, S, C	15-30	S
Remembering an Appointment	127	K - A	S, M, L	P, S, C	10-15	CR, S
Being with Others	129	K - A	S, M, L	P, S, C	10-15	CR, S
Making a Joke Out of Teasing	131	1- A	S	P, S, C	5-15	CR, S
Broken Record Technique	132	1- A	S	P, S, C	5-15	CR, S
Ignoring	133	1- A	S	P, S, C	5-15	CR, S
Being Funny or Goofy	133	1- A	S	P, S, C	5-15	CR, S
Emergency Interventions	134	K - A	S	P, S, C	30	CR, S
Role of Witness	137	K - A	S, M, L	P, S, C	15-30	E
Keeping Track of Interventions	140	K - A	S, M, L	P, S, C	45-60	FT, AM, S, CR

Pro-Active Interventions Unit / Cross-Reference Chart (cont.)

ACTIVITY	pg. #	Modality	Type of Mvmt	Energy	Teaching Method	Props
PRO-ACTIVE STRATEGIES						
Teaching Assertion	114	C, F, T	FBP	M	M, D, H	SC=Stretch Cloth P=Percussion M=Music
"Hey! Look..."	118	C, F, T	T	M	M, D, H	P
Giving a Compliment	121	C, F, T	FBP	M	M, D, H	
Acting Friendly to the Bully	122	C, F, T	T	H	M, D, H	
Changing the Subject	124	C, F, T	G, FBP, T	M, H	M, D, H	
Asking for Help	126	C, F, T	G, FBP, T	M, H	M, D	
Remembering an Appointment	127	C, F, T	G, T	M, H	M, D	
Being with Others	129	C, F, T	G, T	M, H	M, D, H	
Making a Joke Out of Teasing	131	C, F, T	G, T	M, H	M, D	
Broken Record Technique	132	C, F, T	G, T	M, H	M, D	
Ignoring	133	C, F, T	G, T	M, H	M, D	
Being Funny or Goofy	133	C, F, T	G, T	M, H	M, D	
Emergency Interventions	134	C, F, T	G, T	M, H	M, D, H	
Role of Witness	137	C, F, T	G, FBP, T	M, H	M, D, H	
Keeping Track of Interventions	140	C, F, T	G, FBP, T	L	M, D, H, W	

Managing Anger & Building Empathy

Expressing & Interpreting a Range of Emotions Accurately & Safely

This chapter includes four sections: expressing and interpreting feelings accurately; developing empathy, attunement, and group cooperation; learning anger management skills; and gaining empowerment through positive problem solving. A summary of what is covered in each section follows.



Feelings: Expressing and Interpreting Feelings Accurately

- › Learn facial and body cues that signal basic feelings.
- › Explore cues for more complex feelings.
- › Learn to verbally describe body cues connected to feeling expression.
- › Explore the concept of having more than one feeling simultaneously.



Empathy: Developing Empathy, Attunement, and Group Cooperation

- › Gain awareness of and connection with others.
- › Experience acceptance and respect.
- › Expand acceptance and respect of others.
- › Learn techniques for showing you care.



Anger Management: Learning Anger Management Skills

- › Identify anger triggers.
- › Develop a list of anger release activities for different situations.
- › Learn body cues related to anger building.
- › Learn techniques to help settle anger before burning hot.
- › Practice showing frustration and anger in safe ways.



Empowerment: Gaining Empowerment through Positive Problem Solving

- › Practice handling minor conflicts utilizing pro-active strategies and self-control techniques taught in the previous sections.
- › Learn and practice how to join a group, how to compromise, how to have some frustration and still cope, etc. (basic social skills with added self-calming strategies).

Managing Anger and Building Empathy Activity and Handout List



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Feelings: Activities for Expressing and Interpreting Feelings Accurately

Purpose:

- › Help children link body and facial expressions to feeling states.
- › Increase accurate communication.
- › Decrease misunderstandings due to inaccurate interpretation of nonverbal cues.
- › Increase children's repertoire of expressive behavior.
- › Increase understanding of complex feeling states such as "double dip" feelings (having more than one feeling at the same time).
- › Increase ability to recognize and understand mixed messages.
- › Integrate use of early warning signs with increased understanding of feelings.

Discussion Topics:

- › Why is it important to understand what others are showing us with their bodies?
- › Why is it important to be able to communicate accurately?
- › What are the body and facial cues that go along with specific feelings?
- › What are some of the more common feelings people express?
- › What are some of the more common ways people hide their feelings?
- › What are double dip feelings? In what types of situations might they occur?
- › What are mixed messages? How do we know when one is happening?
- › How do we use our "uh-oh" feelings to help us when we are not sure about what feeling someone is communicating?



Activity 1, Feelings: Guessing Games

Overview: A child in each small group makes a facial expression to illustrate a feeling chosen from a list that everyone can see. Group members try to guess what feeling is being expressed and why. Everyone gets a turn to make a facial expression and to guess the meaning of someone else's expression. When the children are accurate at the basic feelings, more difficult ones can be added to the list.

Time needed: 15 min.	Ages: P - 4th grade	Space needed: Small - Medium
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Props:

- Chart paper and marker to make a list of feelings on a chart. Start with the following feelings: happy, sad, angry, surprised, and disgusted. Develop the list further as the basic feelings are mastered.
- When Do You Feel? Worksheet
- How Can You Tell What Other People Are Feeling? Worksheet

Purpose:

- Help children become more accurate at expressing and interpreting feelings
- Increase body awareness
- Increase awareness of others (empathy)

It is important when working with younger children that you make sure they can accurately express and interpret feelings. You can combine Activities 1 - 3.

Discussion Topics:

- › Discuss the basic feelings listed on the chart, going over facial cues that are indicative for each feeling before and after the activity.

Activity Description:

- › Have children sit in a circle. (Sitting makes it more likely that children will respond to facial expression and not body attitude.)
- › Discuss the feelings listed on your chart (limit the time of the discussion by limiting the number of feelings chosen). Go over facial cues that are indicative of each feeling. For example, happiness is shown with an upturned mouth, but it also includes crinkling at the corner of the eyes and cheeks pulling upwards.
- › Divide the class into smaller groups (four to six students). The smaller the groups, the more turns at expressing and guessing everyone gets. More than one adult who can circulate among the groups helps in this activity. The ideal situation would be one adult for each one or two groups. (Ideal is not always possible. If there is only one adult, spend extra time practicing facial expressions as a whole class before separating into groups.)
- › One at a time, the children take turns to express a feeling that the others then try to guess.
- › After the basic feelings are expressed and interpreted accurately, add to the list of feelings. Again, discuss with the class as a whole the facial cues that are commonly linked to these feelings. Repeat the activity with the new feelings added to the list. This could take place on a different day.
- › A variation that may be helpful for children having difficulty in this area is to have one child make a face and then have everyone else in the small group try to imitate that expression before guessing the feeling.
- › As a follow up, have children complete the Expressing Feeling Worksheets: When Do You Feel? and How Can You Tell What Other People Are Feeling?



Expressing Feelings “When Do You Feel...?”



On any given day, you experience different feelings. For example, you could be scared about a math test, happy to go out to recess, or mad at a friend for not playing with you. Write or draw several things that create the following feelings inside you.

Happy	Sad	Mad
Scared	Surprised	Disgusted



Expressing Feelings How Can You Tell



What Other People Are Feeling?

(Part One)

Find pictures in magazines to match each of the six basic feelings:
happy, sad, mad, scared, surprised, and disgusted.

Paste the pictures on this page and label them with feelings.

Activity 2, Feelings: What is My Body Showing?



Overview: This activity is similar to Activity 1, but instead of guessing feelings from someone's facial expression, children try to guess a feeling from someone's body posture. The face should either be covered or kept as blank as possible. Having a profile view or looking at someone's back is another way to do it.

Time needed: 10 - 15 min.	Ages: K - Adult	Space needed: Small - Medium
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Props:

- Chart paper: have a list of feelings on a chart (see previous activity)
- A marker for adding more feelings as the activity progresses
- How Can You Tell What Other People Are Feeling? (Part 2) Worksheet
- More Feelings Worksheet

Purpose:

- Become more accurate at expressing and interpreting feelings
- Increase awareness of others (empathy)
- Increase body awareness

Can combine with Activity 1.

Discussion Topics:

- › Discuss body cues that relate to different feelings.
- › Connect these body cues to the facial expressions explored in the previous activity.

Activity Description:

- › Have students sit in a circle and go over body cues that are indicative of each feeling. For example, sadness is usually seen with the head downward, the body concave, and a sense of heaviness shown, whereas happiness is usually seen with an upright, wide body and a sense of energy. Anger might have a lot of body tension and some kind of gripping action. Try different postures as a group.
- › Divide the class into small groups (three to six students). The smaller the groups, the more turns everyone gets at expressing and guessing. More than one adult who can circulate among the groups helps in this activity. If there is only one adult, spend extra time practicing and discussing body expressions as a whole class before separating into groups.
- › Have each child pick a feeling from the basic list and show it with a body shape. This can be done sitting or standing. You could have the children take two turns each, the first one sitting and the second one standing. (Sitting has a lower center of gravity, which means the children will have an easier time controlling themselves; however, standing body shapes are different and shouldn't be ignored.)
- › Have the other children imitate this shape and then try to guess the feeling.
- › Facial expressions can be added after the feeling is guessed or as an additional clue if no one can interpret the feeling.
- › After initial feelings have been mastered, this activity can be repeated with more feelings added to the list.
- › As a follow-up activity, have children complete the Expressing Feelings Worksheets: How Can You Tell What Other People Are Feeling? (Part Two) and More Feelings.

Expressing Feelings

How Can You Tell What Other People are Feeling?

(Part Two)



For each of the six basic feelings, write down three or more face and body clues that tell you what someone else is feeling.

Happy	Sad	Mad
Scared	Surprised	Disgusted



Expressing Feelings More Feelings



Pick five feelings, using the list below to give you some ideas. Write one feeling at the top of each box. Write or draw several things that create that feeling inside of you.

		Feeling Ideas: - Shy - Embarrassed - Frustrated - Proud - Excited - Silly - Lonely - Bored - Guilty - Jealous - Disappointed - Confused - Rejected - Hurt - Ashamed



Activity 3, Feelings: Moving Our Feelings

Overview: This activity is similar to Activity 2, but now, instead of guessing feelings from someone's still body posture, the children try to guess a feeling from movement.

Time needed: 10 - 15 min.

Ages: P - 4th grade

Space needed: Medium

Props:

- Chart paper: have a list of feelings on a chart (see previous activities)
- A marker for adding more feelings as the activity progresses
- Reading Feelings in Others Worksheet
- Copies of Parent Letter on Expressing Feelings

Purpose:

- Become more accurate at expressing and interpreting feelings
- Increase awareness of others (empathy)
- Increase body awareness

Can combine with Activities 1 & 2.

Discussion Topics:

- › Discuss the types of movement that might correlate with different feelings, e.g., stamping feet might indicate anger.

Activity Description:

- › Starting in a circle, discuss the type of movement that cues one into different feelings. For example, skipping, leaping, or twirling could show happiness. Hiding, crouching, running away, or backing away slowly and tensely could show fear. Sluggishly walking while looking down could show sadness.
- › Start by discussing one feeling. After discussing it, invite the class as a whole to move around the room showing that feeling. Make the class movement time short, no more than 30 seconds a feeling. After moving, sit in a circle and discuss how the movement felt.
- › Follow the same process for three or four feelings: discuss how that feeling would look, do the movement, and discuss how the movement felt. Then move on to another feeling.
- › When discussing anger, make sure everyone is clear about safety. A large space bubble is recommended. No violent representations, such as punches or kicks toward someone, are allowed. No touching is allowed. Insist that anger has to be shown without violence, since this is a violence prevention program. Stamping, punching into one's own hand, squeezing hands together intensely, or strong downward movements are acceptable. Brainstorm with the class about other acceptable angry movements.
- › Once you have tried three or four movements together as a class, break into small groups.
- › Have each child in the group take a turn picking a feeling and doing a movement phrase to represent that feeling.
- › Have the rest of the group try that movement and then guess what the feeling was. Depending on the self-control and sophistication of the group, you can make your list of feelings longer than three or four.
- › As a follow-up activity, have children complete the Expressing Feelings worksheet, Reading Feelings in Others.

Expressing Feelings

Reading Feelings in Others

When you learn to read a book, you have to learn how to put letters together to make up words. When you learn to read people, you have to learn how to put together body and face cues that make up their feelings. Go back to the five feelings you chose on the "More Feelings" worksheet. Write those feelings in the five boxes below. Now write down three or more body or face cues that tell you someone else is feeling that feeling. You can also draw a picture to illustrate the feeling.

		Feeling Ideas: - Shy - Embarrassed - Frustrated - Proud - Excited - Silly - Lonely - Bored - Guilty - Jealous - Disappointed - Confused - Rejected - Hurt - Ashamed 



Activity 4, Feelings: Individual Feelings Shapes

Overview: Children take turns representing a specific feeling with a body shape held like a statue. Others in the group take turns verbally describing how this shape does or does not accurately represent the feeling. This activity helps children become more accurate in expressing feelings and become more articulate about describing what they see.

Time needed: 10 - 15 min.

Ages: 1st - 4th grade

Space needed: Small - Medium

Props:

- Chart listing feelings from the previous activities
 - A marker for adding more feelings as the activity progresses
-

Purpose:

- Become more accurate at expressing and interpreting feelings
 - Increase awareness of others (empathy)
 - Increase body awareness
 - Increase verbal skills
-

This activity is not as important as Activities 1 - 3, but it continues to fine tune observation and verbal skills.

Discussion Topics:

- › Discuss the list of feelings the students will choose from.
- › Discuss movement vocabulary that will help students be able to describe the individual feeling shapes.

Activity Description:

- › If you have not done the previous activity, start this activity with the class sitting in a circle. Discuss the list of feelings you are going to start with; have someone demonstrate a body shape that would represent each feeling.
- › Separate the children into small groups of four to six students. Have the children count off so that in each group there is a child assigned number one, two, etc.
- › Call out a feeling from the chart and a number. The child in each group having that number takes a turn being the mover, attempting to accurately show that feeling with his/her whole body. The mover attempts to make a shape that can be held still like a statue. For example, they might make a rounded shape with head down and shoulders drawn in to show sadness.
- › The other children act as observers and practice their verbal skills as they give specific reasons why they think the mover's shape does or does not accurately represent the identified feeling.
- › Take enough turns so that everyone gets a chance to be the mover.
- › This activity can be repeated with more feeling choices added to the list.

Activity 5, Feelings: Group Feelings Shapes

Overview: Children work on forming a group shape to represent a feeling. This activity works on cooperation as well as feelings awareness.

Time needed: 15 min.	Ages: 1st - 6th grade	Space needed: Medium
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Purpose:

- Become more aware of feelings
- Increase awareness of others (empathy)
- Increase body awareness
- Increase cooperation

More creative outlet for feelings expression. More abstract. Works as much on group cooperation as it does on feelings awareness.

Discussion Topics:

- › Discuss group shapes and how these shapes can represent different feelings or ideas.
- › Discuss concrete representation versus abstract.
- › Allow students to discuss in groups how they want to represent their feelings.

Activity Description:

- › Start with the class sitting in a circle. Discuss group shapes and how these shapes can represent different feelings or ideas. Clarify that the shape has to be something the group members can hold still like a statue. An example of a group shape to represent happiness could include smiling faces and playful poses, or handholding and balancing outward and upward to show joy and trust. An angry shape might include the children making fists that they hold up in various poses while they stand together with angry faces.
- › Decide on a feeling to be represented. It can be any feeling you have listed on your feeling chart from previous activities. Have one child make a shape in the middle of the circle. Then, one at a time, have three other students join with a shape of their own that connects to the shape already there. The connection does not have to be physical. This shape demonstrates consecutive shape making, one child after another.
- › Ask for two to four students to volunteer to go in the middle of the circle at one time and decide together how to make a shape to represent a new feeling the teacher chooses. This time the shape-making represents the consensus process in which the group decides together what they want the shape to look like and works together at making it. This technique is more sophisticated, requiring more cooperative skills.
- › Separate the children into small groups of three to five students. Depending on your class's level of functioning, assign the style of working, consecutive or consensus, or let the small groups decide for themselves.
- › Call out a feeling and have each group of children attempt to represent that feeling by moving into a group shape that they can remember and repeat. All the groups are doing this at the same time. Group members may need time to talk together before they make their shape.
- › When the groups have completed their shapes, everyone sits down where they were working while one group at a time gets a chance to show their shape.
- › Depending on time, other students can act as observers, giving feedback, or the group members who are demonstrating their shape may share their own observations about it.



Activity 6, Feelings: "Double Dip" Feelings

Activity name inspired by Barbara Cain's book, *Double Dip Feelings*.

Overview: This activity explores the idea that you can have more than one feeling at a time such as sad and mad, or excited and anxious.

Time needed: 10 - 15 min.

Ages: 2nd - 6th grade

Space needed: Medium

Props: Feeling Stories Handouts

Purpose:

- Become more aware of complex or conflicting emotions
- Increase awareness of self and others
- Increase observation skills

Helpful for classes with a lot of conflict. Presents a new way for some students to think about feelings.

Discussion Topics:

- › Discuss mixed feelings and different situations where they might occur.
- › Discuss the difference between having two feelings at once such as being excited and nervous about a birthday party.
- › Discuss sending mixed messages where you say you feel one thing but your body expresses another—such as saying someone is welcome to join the group but then turning your back on the person when they try to.

Activity Description:

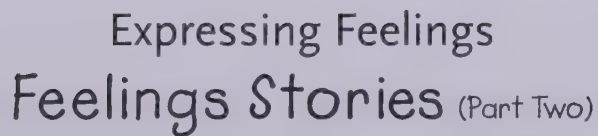
- › Start with the class sitting in a circle. Ask the children to think of a time when they had mixed feelings about something. Provide an example, such as a birthday party where they might be excited about what they are going to get and worried that they might not get what they want. Allow the children to share some of their examples.
- › Have them try to move or make a shape with a facial expression that communicates this more complex feeling state.
- › Discuss observations.
- › Discuss different situations where this complexity might occur.
- › Discuss the difference between "double dip" feelings and mixed messages. Mixed messages occur when a person communicates one meaning verbally, while expressing a conflicting meaning non-verbally (e.g., through their facial expression, body posture, or tone of voice). One example of this might involve a child inviting a classmate to play with her and her friends, but then turning her back and ignoring her classmate as she goes about playing with her friends. Willfully left out, the invited child is unable to join the play. If an adult inquires into the situation, the first child will defend her action by declaring that the second child was invited to be included.
- › Break into small groups, and have each child take a turn showing a "double dip" feeling. The other children in the group can try the movement and then guess the feelings.
- › As a follow-up activity, have the class work on the two Expressing Feelings Worksheets: Feeling Stories, Part 1 and Part 2.



Expressing Feelings

Feelings Stories (Part One)

Find pictures in magazines that show some more feelings (like the ones in the sample list on the "More Feelings" worksheet). Paste the pictures on this page and label the feelings. On the next page, you will make up a story about the people in the pictures you paste here.



Title: _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Activity 7, Feelings: Feeling Approaches

Overview: This activity is similar to “Approach and Stop” described in Chapter Two. Children are paired and take turns approaching each other while expressing a variety of feelings. The children being approached try to interpret these feelings and decide on a safe distance to stop their partner.

Time needed: 15 - 20 min.	Ages: K - Adult	Space needed: Medium
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Purpose:

- Increase expression and interpretation of feelings
- Increase awareness of others (empathy)
- Increase body awareness, specifically in regards to early warning signs
- Increase spatial awareness and self-protection skills

Important. Can be combined with One Step Closer in Chapter Four.

Discussion Topics:

- › Discuss the intention of the mover and whether the boss accurately interpreted that intention. What made for accuracy and what led to confusion?
- › Discuss why different people stopped their partners at different distances even when the same feeling was being communicated. Appreciation of people’s differences should be encouraged.
- › If one person’s choices are consistently making others uncomfortable, discuss how they might adapt while still getting their needs met.
- › Discuss the need to match the intensity of the voice saying “Stop” to the feeling being expressed.

Activity Description:

- › This activity has a boss line and a mover line. Each child in the boss line is paired with a corresponding child in the mover line.
- › Remind the children of their experiences with early warning signs, appropriate distancing, accurate and safe interpretation, and expression of feelings.
- › The movers are asked to approach their partners several times, expressing a different feeling each time. The bosses are instructed to stop their partners at an appropriate distance for that feeling. Have the bosses pay attention to any signs of discomfort in their bodies and to use those signs as a cue to say “stop.”
- › After the second time of approaching the boss line, have the child at one end of the line move to the other end and everyone else move over one place. This allows for a quick change in partners.
- › Discuss the intention of the movers and if the bosses are accurately interpreted that intention.
- › Discuss why different people stopped their partners at different distances even when the same feeling was being communicated. Appreciation of people’s difference should be encouraged. However, if a child’s choices regularly make everyone else uncomfortable or disregard other children’s personal space, recommendations of better choices should be made.
- › Sometimes when children are involved in role-playing a feeling, they have difficulty hearing the bosses say “stop.” Discuss the need to match the intensity of the voice saying “stop” to the feeling being expressed. After three or four rounds, have the children switch roles.
- › An interesting variation to this activity is to permit the movers to choose one time to approach the boss line with mixed messages in mind. The bosses will not know which one of the approaches their partner will use for this purpose. Smiling when they have something mean in their minds or when they are thinking something sad, would be an example of this. During the discussion, partners can see if the bosses were able to sense something wrong.



Empathy: Activities for Developing Empathy, Attunement and Group Cooperation

Purpose:

- › Increase children's awareness of each other.
- › Experience being accepted, to be moved with in synchrony (attunement).
- › Experience following and matching someone else.
- › Increase trust in others.
- › Experience joy in moving together, feeling accepted, accepting others.
- › Increase awareness of other people's feelings.
- › Allow the increased awareness of others to effect behavior in a positive way.
- › Increase children's understanding of their responsibilities to others as well as their own rights and needs.

Discussion Topics:

- › Since this section deals with empathy, use any opportunity you get to ask questions about how the children think someone else in the class is feeling. You can also relate the activity to real life and speculate on how others in the school or community might feel in different related situations.
- › Encourage the children to explore how it feels to be closely connected with someone. All the activities in this section require focused attention on one other person or a group of people.
- › Discuss feelings anyone may have of being left out if a partner in the activity does not imitate or match him/her. Explore what someone can do when they feel that way, such as using words, getting help, or trying to join a different grouping next time.
- › Some activities have specific topics to discuss. Those are included in the activity description.



Activity 8, Empathy: We all Stop Together

Overview: The children walk around the room. Anytime one person stops, the whole group stops. This requires focus and the ability to scan the whole group. When walking is mastered, other motor skills can be added.

Time needed: 10 - 15 min.	Ages: K - Adult	Space needed: Medium - Large
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Props: Boombox and music are optional

Purpose:

- Increase awareness of others
- Increase scanning and focusing ability
- Increase impulse control and body awareness
- Increase group cohesion

Easy to do and produces powerful results in terms of sense of control and connection to a group.

Discussion Topics:

- › Discuss how it felt when everyone stopped as you did. Did it feel good to have the whole group follow you?
- › How did it feel when the group stopped as one?
- › Brainstorm how to solve any problems that might arise.

Activity Description:

- › Children spread out around the room, each in their own space.
- › Tell the children that anytime any one person stops, the whole group has to stop. Once someone has stopped the group, they can't do it again. This allows more people to have turns. Sometimes more than one child spontaneously stops the group at the same time. This counts as stopping the group for both or all of the children who tried to stop the class.
- › Sometimes there are arguments over someone having already stopped the group. Try to put everyone on his/her honor. It is difficult to know who stopped because you may be seeing someone who stopped in response to someone else across the room. This problem usually goes away by itself.
- › When you say "go" the children begin to walk anywhere in the room. They have to take at least five steps before someone can stop. The goal is to stop as one. When you say "go" again, the class starts walking some more.
- › If there is music playing, do not shut it off each time the group stops; it just provides background for the movement.
- › With a young class or a very impulsive class, you can start by having them stop whenever a grown-up stops. When they can do that, change it to whenever a girl stops the group or whenever a boy stops the group. This can narrow down the choices and make it easier to be successful.
- › When a child is having difficulty stopping, ask them to move in the center of the group so they can attend easier. There are more people close by to observe.
- › When the children are good at stopping when they walk, have them try it while walking backwards, walking faster, skipping, jumping, etc. The faster or more complex the movement, the harder it is to pay attention to everyone in the group at the same time.
- › Also, when the group is good at stopping together, you can add the rule that once everyone is stopped, any one person can say "go" to start the group. The same rules apply about one turn only.



Activity 9, Empathy: Matching Intensity

Overview: Children try to make their hands have the same intensity or tension level as their partner's. Everyone gets a turn to lead and follow.

Time needed: 10 - 15 min.	Ages: 1st grade - Adult	Space needed: Small
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Purpose:

- Develop the ability to match someone else's movement through observations skills
- Experience being followed and actively following someone else
- Connect with others

Not as important as the mirroring activity that follows, but important for classes having social skills problems.

Discussion Topics:

- › Discuss problems that occur when students do not pay attention to their partners or match the intensity accurately.
- › Discuss with the students how it felt to have their tension matched.

Activity Description:

- › Sit in a circle and discuss what it means to have the same tension level as someone else. Demonstrate with one of the students. Instruct the student to tighten and loosen his or her hands. You face that student and match their tension level. Talk about the visual cues you are getting. For example, at high tension, hands would be gripped tightly, knuckles showing white, while at no tension, the hands would dangle from the wrists. Ask for other cues.
- › While still in the circle have the class try to match the tension level in your hands.
- › Pair up the children and have them sit facing each other. One leads, making fists with both hands and increasing and decreasing the amount of tension in them. The other child tries to match the amount of tension or intensity as the leader is doing it. This takes intense concentration. After a short time, the teacher gives a signal for partners to switch roles.
- › If the students are still focused and good at this, you can try to have them match the tension level in other body parts such as face, feet (without shoes and socks on), or torso. This is harder and you may need to do breathing before switching leadership.
- › Another variation is to have one student create tension in his or her hands and have his or her partner attempt to match the tension by making a body statue.
- › The ability to match tension is called attunement. You can teach your children that word and ask how it feels for someone to stay focused on him/her and move with them.
- › Some older children do not like to be imitated, so the variation of matching tension level, but doing it with a different part of the body, works well.
- › With older children, you can teach them that matching the intensity of a baby's cry with one's bounce or rock can help the baby calm down.



Activity 10, Empathy: Who is the Mirror?

Overview: Sitting in pairs, facing each other, children mirror each other, first with a designated leader and then with no set leader. When done right, you cannot tell who is leading and who is following. This works on developing the kind of synchrony parents ideally develop with their babies; it promotes a sense of self and relatedness to others.

Time needed: 10 - 15 min.

Ages: K - Adult

Space needed: Medium - Large

Purpose:

- Increase ability to move in synchrony with others and feel connected with them
- Develop empathy and improve body awareness

Important activity for developing empathy. A must do.

Discussion Topics:

- › Discuss the types of movements needed for someone to be able to follow accurately.
- › Discuss any problems that come up with following and leading.
- › How did you feel toward your partner as you worked closely together?
- › How did it feel when there was no set leader? Did movements flow together from both of you, did you take turns, how did you work it out?

Activity Description:

- › Start by sitting together in a circle. Discuss what you see when you look in the mirror. Talk about the movement you see being with the opposite side.
- › Try a few movements that are contained to your arms and hands. Have the children try to move exactly at the same time as you.
- › Discuss the style of movement needed for someone else to be able to move with you at the exact same time. (Slow, sustained movement is necessary.)
- › Pair the children and have them decide who will lead first and who will lead second. Remind the children to stay seated and move only their arms and hands.
- › At your signal, the leaders begin to move slowly and the followers try to move the same way at the same time. Some children may forget to use just their arms while others may try complex movements that are impossible to follow.
- › The goal is for the leader to move slowly enough that the follower's movements are basically happening at the same time, as if the leader was seeing a reflection in a mirror. Done well, it is hard to tell who is leading and who is following.
- › Walk around and compliment the pairings that are doing well. These comments often act as a challenge to the other pairs, but if there are still children having problems, give them concrete suggestions such as moving slower, etc.
- › After the first leader has led for a while, have the other partner lead.
- › When both partners have had a chance to lead, ask them to try to share the leadership without words. Either partner can initiate a movement, and both need to be sensitive to the other. This requires give and take.
- › Another variation is to allow partners to move around the room while mirroring. One at a time, have pairs that are doing a good job while sitting, move around the room. When this works, it is quite beautiful. You cannot tell who is leading at any moment and who is the mirror. When you can move so that you do not know who is leading, you are deeply connected to your partner. This activity can be quite calming. Some teachers use it to settle their class before academics.



Activity 11, Empathy: Group Mirroring

Overview: Divide the class into groups of four. Have one person in each group start a movement that the rest of the group imitates. At any time, anyone may change the movement, and the group must change too.

Time needed: 10 - 20 min.

Ages: 1st grade - Adult

Space needed: Medium - Large

Purpose:

- Increase awareness of others
- Increase give and take
- Improve body awareness

Paired mirroring is most important, but this activity challenges give and take more, requiring more advanced skills.

Discussion Topics:

- › Discuss being sensitive to everyone's need for a turn.
- › Discuss what might happen if you start a movement but someone else's movement gets chosen.

Activity Description:

- › This activity is a combination of the game Follow the Leader and mirroring without a set leader.
- › Have the class divide into groups of four. Have one person in each group start a simple movement that can be easily repeated and mirrored by the group.
- › Discuss being sensitive to other people's need to lead. Be ready to give in and do someone else's movement, especially if you have initiated one recently. Try to make sure everyone in your group gets a time to start a movement.
- › Sometimes people initiate sounds with their movements. This can work out very well as the sound can unite the group. Sometimes a rhythmic sound is part of the movement such as clapping or stamping.
- › While this activity could be done with groups of any number, even the whole class, it is already somewhat challenging with a group of four.



Activity 12, Empathy: Group Rhythm

Overview: Children are asked to find their own tempo for walking, then to join others in the class who are moving in a similar tempo. Each group is then asked to watch all the other groups to see if everyone can find a class rhythm by each group changing slightly. DO NOT use music during this activity. The tempo has to come from the students.

Time needed: 15 min.

Ages: 1st grade - Adult

Space needed: Medium

Purpose:

- Establish empathy for others and respect for differences
- Increase awareness of self and others
- Increase group cohesion

Noisy activity; good for understanding different needs for different people.

Discussion Topics:

- › Discussion is important to this activity. How did it feel when everyone was able to come up with the same rhythm?
- › How did it feel to have to change your rhythm a lot to join the class rhythm?
- › What is it like if you are always having to adjust but no one adjusts to you?

Activity Description:

- › Children are told to close their eyes and think about their energy level.
- › They are then asked to walk around the room at a speed that demonstrates that level.
- › After a minute or two of walking on their own have the children look for others in the class who are moving at a tempo similar to theirs and join them.
- › Then have each group find other groups who have a rhythm close to theirs and see if each group can change slightly to make a new rhythm.
- › Challenge the class to see if they can now come to one rhythm.
- › Discussion following this activity is very important. If everyone was able to find a group rhythm, discuss how it felt. Did anyone have to change more than they wanted? Would anyone like the class to join him or her in their rhythm? (If yes, have the class try out different people's rhythm.) This provides acceptance for children who are chronically different than others.
- › How does energy level and tempo of moving relate to different parts of our life? If we moved very slowly when going out to recess or getting ready for the school bus, what would happen? If we moved at a very fast tempo when doing schoolwork, what would our teacher probably say?
- › There are classes that do not come to a group tempo because certain children will not change their rhythm. How do the children who did not change feel. Use this to initiate a discussion on being left out. How would it feel if your desired tempo was always different from everyone else? How do you think others would feel about you? Would you wish that others would join you sometimes? Discuss this as a class issue and as a violence prevention issue.
- › When you have a class with very divergent rhythms, with children who are frequently left out and are resistant to joining the group, don't worry about coming together in one rhythm. Have the class try different people's rhythms. The important thing is for each member of the class to feel that the rest of the class is willing to be with him/her at his/her pace. Everyone needs to feel accepted as they are. If you repeat this activity over time, eventually there will be days when the whole class is in synchrony. In the meantime, you are creating an atmosphere of acceptance and respect for each other.



Activity 13, Empathy: Paired Pushing

Overview: Students are paired and stand facing each other palm to palm. Both partners are instructed to push hard against the other, first equally and then with a designated leader pushing just a little bit harder. This results in the pair slowly moving across the room in the direction the leader is facing. When they have slowly, and with much effort, made their way across the room, leadership switches and the pair moves in the other direction.

Time needed: 15 min.

Ages: 1st grade - Adult

Space needed: Large

Purpose:

- Increase give and take between students
- Experience being in power and allowing someone else to have the power
- Experience strength and power in a fun, safe way

Very powerful activity, especially for bullies and targets of bullying. Must be closely supervised.

Discussion Topics:

- › How did it feel to do this activity? Was it different for some people to be the leader or the follower?
- › What was it like to be pushing equally and breathing together with your partner?
- › What was it like having someone push you around? What was it like to be stronger, to push someone across the room?
- › Discuss how this activity relates to bullying and to friendship.

Activity Description:

- › Demonstrate this activity with one child who is as close to your size as possible before having the class start this exercise. Stand, facing your partner, with one leg forward with the knee bent. Show that your hands are open, fingers are straight, pointing upwards, not intertwined; elbows stay bent slightly, and the hands remain a fairly equal distance between you and your partner.
- › Demonstrate equal pushing in place, pushing hard but not harder than your partner.
- › Have students find a partner who is as close to them in size as possible. Form two lines with partners opposite each other, holding their arms out in front of them with palms forward and elbows bent. Have partners step forward until their palms are touching with fingers straight.
- › Instruct each pair to push equally, using as much strength as they can without over-powering their partner. The weaker partner determines the strength of the push.
- › Have the students try to push hard but equally for a count of four. If the pushing is equal, hands will remain midway between partners. Then with hands remaining in contact, take a deep breath as the arms lift up in the air and then out to the sides as the children exhale. Then start pushing again. (Repeat three or four times.) This alternates the strength of pushing with the recovery in the breathing.
- › When everyone can demonstrate equal pushing while using strength, one line is chosen to be the leaders. The leaders are instructed to push just a little bit harder than the followers. This forces the followers to slowly move across the floor in a backward direction. Hands have to remain an equal distance, elbows bent, with both partners pushing hard. The person going backwards must stay leaning into their partner in a front stance as they travel. (If the partner being moved backwards does not push hard, their hands and arms will get pushed against

their chest resulting in an off balance position.) Since both partners are pushing hard, travel isn't easy. After moving across the room, partners switch roles.

- › The goal is to actively use strength in a fun and engaging way that gives students practice in leading and following. It may be difficult for some students to let someone else push them. For children who are victimized, it gives a sense of power. For children who are always bossing or bullying, it forces them to try out a follower's role. This activity builds skills necessary for getting along, for using give and take. There is usually a lot of laughter during this activity.
- › Discuss how it felt to do this activity. What it was like to let someone push you around? What was it like to be the stronger one? Discuss how this relates to bullying and to friendship.



Activity 14, Empathy: Circular Pushing

Overview: Students are paired and stand facing each other palm to palm. Instead of pushing each other across the room, partners stand in place with first one person pushing harder and then the other. This results in a circular motion like a train piston and requires constant give and take.

Time needed: 10 - 15 min.	Ages: 2nd grade - Adult	Space needed: Medium
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Purpose:

- Experience give and take physically and relate that to what is needed in friendships
- Experience being powerful and allowing one's partner to be powerful
- Experience strength and recovery, pushing and letting go

Second graders may have trouble doing this activity, but they do not have trouble relating it to friendship skills.

Discussion Topics:

- › Discussion is important in this activity. Link this activity to the give and take needed in friendship.
- › Discuss the importance of all the people involved in a friendship needing to be in charge at different times.

Activity Description:

- › Demonstrate this activity with a partner and discuss what it feels like before asking the students to do it. This is more advanced than the preceding paired pushing activity. It takes place without traveling, so you need less space.
- › Pair students, and as in Activity 13, have them stand facing each other, palms out, elbows bent, one leg forward and slightly to the side with a bent knee. Then have them step toward each other and put their hands together, palm to palm.
- › After warming up by pushing equally, instruct them to alternate who is pushing harder. Since no one is traveling, the partner pushing harder will slowly move the other partner's hands and arms backwards. This action reverses when the second partner pushes slightly harder.
- › Recommend that as each person pushes, they breathe out, and, as they get pushed, they breathe in. This creates a sense of calmness and focus. Done well, the arms make a slow oval pathway like a train piston. There is always firm pushing but not so hard that it takes away from the smoothness. This is a sophisticated skill requiring concentration, cooperation, and some coordination.
- › Discussion is important. Link this activity to the give and take needed in a friendship. Talk about the importance for both people in a friendship to have opportunities to be in charge, to go first, or to have their ideas used. Even children, who cannot quite coordinate the smoothness of this activity, seem to link it readily to friendship.
- › This activity is also a calming, centering activity. For some children with impulsiveness or distractibility, the joint pressure, as well as the deep connection with another person, seems to ground them for an hour or more.
- › Children need a lot of coaching to get through this activity. Some of them get tired very quickly. Some cannot master how hard to push and how much to let up when it is the other person's turn to push harder. Try it for a short time and repeat it on another day.



Activity 15, Empathy: Group Pushing

Overview: A group connecting activity that requires balancing strength and letting go. The group stands in a circle, hands against their neighbors on either side. The group inhales together, then, as they slowly exhale, they push against each other on both sides, not pushing harder than their neighbors do. As they inhale again, they let their hands drift up toward the ceiling. This whole action gets repeated several times.

Time needed: 10 - 15 min.	Ages: 2nd grade - Adult	Space needed: Small (enough for a large circle)
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Purpose:

- Experience strength and letting go on a group level
- Experience lightness or delicacy as a recovery from strength
- Increase group cohesion
- Increase awareness and sensitivity to others

Difficult to do, but powerful when it works. Requires modulation of strength to match others and sensitivity to weaker members in the group.

Discussion Topics:

- › If there are problems, discuss how people need to readjust their strength.
- › How does it feel to have to hold back your strength.
- › How did it feel to be pushed harder than you wanted?

Activity Description:

- › Start in a circle. Arms should be out to the side with hands open and flat, palm to palm with their neighbors on either side.
- › Start with a gentle pushing. Everyone's elbows need to remain bent and equally distant between neighbors.
- › If the group can do a gentle push with everyone feeling comfortable, have the group increase the strength of the push slightly.
- › Have everyone shake out their hands, take a breath in, and begin to push as they exhale. Instructions are to push using a small to medium amount of strength (never over-power a neighbor and never straighten elbows).
- › As the exhale is completed, have everyone remain in contact with their neighbors' hands but stop pushing and gently inhale as hands reach upwards.
- › As they are ready to exhale, brings arms down and again push as a group.
- › Sometimes one or two children will not or cannot modulate their strength. Put these children between you and a stronger class member. Many times students know who they should stand near to make this successful. After trying the push once, if it is not working, evaluate whether you need to rearrange students' placement.



Activity 16, Empathy: Group Sculptures

Overview: The class is divided into small groups (two to five students in a group). Each group is asked to make a group shape that expresses something about peace or violence prevention. Other groups can try to guess what the shape means or each group can explain what they are trying to express.

Time needed: 15 - 20 min.

Ages: 2nd - 6th grade; Adult

Space needed: Medium - Large

Purpose:

- To allow for creative expression
 - To improve cooperation
 - To improve understanding of peace
-

Optional, if time permits.

Discussion Topics:

- › What does peace mean to you? What does violence prevention mean to you?
- › Discuss how the class interpreted the sculptures.
- › How did your group work out their idea? Did everyone have input? Did everyone feel important in the end product?

Activity Description:

- › Start with the class sitting in a circle. Discuss what peace and violence prevention means to the class. Discuss group shapes and how these shapes can represent different ideas. Clarify that the shape has to be something the group members can hold still like a statue. An example of a group shape to represent peace could include smiling faces and hand holding to show friendship and trust.
- › Separate the children into small groups of three to five students. Give them time to discuss the type of shape they want to make, a concrete representation of a statue in the shape of a peace sign for example, or something more abstract like someone doing a pro-active intervention.
- › Each group of children attempts to represent the concept of peace or violence prevention by moving into a group shape they can remember and repeat. All the groups are doing this at the same time.
- › When the groups have completed their shapes, everyone sits down where they were working, while one group at a time shows their shape.
- › Depending on time, other students can act as observers, giving feedback, or the group members who are demonstrating their shape may share their own observations about it. Ask each group how they worked out their ideas. Did everyone in the group have input? Did everyone feel important in the end product?



Activity 17, Empathy: Animal Babies

Overview: This activity is a special treat for the children, usually reserved for the final session. The children apply their empathy skills in an imaginary situation which involves mirroring movement and attachment of baby animals to their parents. The “parents” must teach their babies how to travel, get food, and survive danger. There are two variations of this activity. One emphasizes energy modulation along with empathy. The other emphasizes the application of several safety skills in addition to empathy. The second variation requires more self-control. The activity ends after the teacher acts out some danger, a tornado or a wild animal, for example, and the parents bring their babies back to the nest, safe and sound.

Time needed: 30 - 45 min.	Ages: K - 4th grade	Space needed: Large
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Props:

- A variety of sizes of stretch sacks (see the Appendix for a description)
- A CD player and music (the Teaching Manual provides music suggestions)
- A large room with ample space to move around

Purpose:

- Allow for creative expression
- Improve cooperation
- Improve understanding of peace

Optional, if time permits.

Discussion Topics:

- › Discuss the experiences of the babies and the parents. Some babies do not want to hatch. Some babies keep running away or will not listen to the parent. Some parents do not keep watch over their babies.
- › Discuss how the children felt in each role. Did they like one role better than the other?
- › What went well and what problems arose?
- › Relate this activity to things that happen in real families and in the classroom.

Activity Description:

- › Before this activity begins, the facilitator needs to demonstrate how to get into the stretch sack and present the safety rules involved in its use. Stretch sacks are rectangular sacks made of Spandex fabric, with an opening to allow children to get inside, and Velcro™ to close the opening. Lay the stretch sack flat on the floor with the opening facing up. Sit in the opening with feet pointed toward the longer end of the sack. Slide your legs into the sack, placing a foot in each corner you are facing. Then reach behind you, slipping an arm into the cloth and reaching your hand up to a top corner. Repeat with the other arm. Spandex is slippery material, so strictly enforce a rule about no traveling while standing up. The children can crawl, roll, slide, etc; however, there is no walking or running unless the sack is taken off the legs and put over the arms as wings. You might have the children get in a circle and watch you get in a sack; then move around inside of it, stretching and turning, demonstrating that there are several ways to move without standing up.
- › Children are assigned a partner or told to find one depending on the skill of the class. Each pair of children must decide what type of animal they will be. One child in each pair becomes the baby animal, and the other child becomes the parent. This activity gets played twice so

everyone will have a turn to play both roles. If there is an odd number of children, you can make a group of three, with two babies one time and two parents the next time.

- › Before starting, foreshadow the story line so the children know what to expect and reiterate behavioral expectations for each phase of the activity.

Variation A:

- › All the pairings are in pretend nests against one wall.
- › The babies get into stretch sacks, which are designated as eggs. Since there is generally great excitement about the sacks, do not distribute them until a partner group is in its nest waiting quietly.
- › The parents watch over the eggs until the babies hatch out, open the Velcro™, and have their head emerge from the stretch sack. The rest of the body stays in the stretch sack, which is now used as the animal's skin. The parents must mirror the babies to get to know them, and the babies must then mirror the parents as the parents demonstrate movements for getting food, getting up, etc.
- › When a pairing is seen with a hatched baby who is being mirrored and is mirroring a parent and a parent who is doing careful movements for the baby to mirror, the teacher indicates that they may leave the nest and practice mirroring in the low energy zone (see Chapter Five, Energy Zones).
- › The parent now teaches the baby how to travel. It may seem tricky to mirror while traveling, but most children seem to be able to do it without a problem. When the teacher sees a pairing able to travel together in the low-energy zone, he or she can indicate that they may now travel to the high-energy zone (or medium if you want three zones). Here they do not have to mirror but must stay together.
- › There are strict rules in the high-energy zone forbidding animal pairings to chase or fight with other families. Only the teacher who role-plays danger may chase.
- › When all, or almost all, of the animals are in the high-energy zone, the teacher has to decide what danger to role-play, whether it be dangerous weather that sends all the animals scurrying back to the nest or a fierce predator trying to capture baby animals. The latter choice is more arousing and needs more limit setting, but it can be fun with a class who can manage the excitement.
- › When danger comes, the parents must protect their babies, getting them back to the nest safely.
- › When everyone is safe from the danger, the whole class is instructed to do the 4 B's or abdominal breathing and then to switch roles and repeat the activity.
- › You can sometimes play music for this activity. Start with friendly calm music for the hatching. Slow music helps maintain focus in the low energy zone and more energetic music is played for the high-energy zone. (See Chapter Eight for suggested musical selections)
- › When the activity is finished, it is important to discuss the experience of the parents and babies. Some babies do not want to hatch. Some babies will not mirror or keep running away. Some parents do not keep a watch over their children. Many feelings are evoked during this activity. Some children do not enjoy one of the roles, either baby or parent. There can be frustration, and there can be very close connection. Relate their feelings to things that happen in real families and in the classroom. This is a very popular activity.

Variation B:

Overview: This way of doing the activity does not use mirroring as much as Variation A and it is not as structured. However, it is basically the same idea of animal families bonding and parents protecting their children. This time, once the babies have been taught what they need to know for survival by their parent, the facilitators and other helping adults become hungry, wild animals. The babies and parents

must apply their survival skill to ensure the safety of the babies. This is all done safely, without physical contact between the predators and the families.

Activity Description:

- › Children are again paired. This time each pair may find a nest anywhere in the room. Some pairings may want to become a foursome with two parents and two babies. It is easier to protect the babies that way. This is suggested as an option and left up to the children.
- › The children decide who is the baby first. The parent must protect the egg until it hatches. Once hatched the parent must show the baby how to move, how to get food, and how to stay safe in danger. The baby is expected to mirror the parent as it learns to get food and travel. The mirroring differs from Variation A because it is more spontaneous.
- › The babies are given time to develop a relationship with their parents. While this is happening, walk around and give the children feedback such as reminding parents of their responsibilities, giving suggestions of ways to move or stay safe, etc.
- › When all the babies are hatched and taught what they need to know, the second stage in the activity begins. Ask all of the families if they are ready for you and any other adults with you to become fierce animals that capture the babies.
- › Once everyone is ready, but before the adults chase the animals, review appropriate behavior. The parent animals may pretend to scratch, bite, etc. but may not touch the adults. They may, however, growl fiercely. Babies need to follow the strategy their parents taught them, either staying in their cave (see below), hiding behind their parent, or using camouflage. (For example, a rule might be developed that if a baby crouches as flat as possible on the floor and brings their arms over their head, in essence covering their head with the stretch sack, they will be considered invisible.) Children can use whatever materials are available in the room to designate caves. (The gym I work in has benches along the wall, which are used in that way.) Some children figure out that a nest against the wall means that there is one less direction they have to watch for predators. The animal families may make friends with each other but may not fight each other.
- › The adult predators also have rules. They are going after the babies. If the parents are fierce in growling or pretending to attack, the predators must back down. The goal is to have the parent animals use assertion. If a parent is not guarding their baby, the adult may go after the baby, encircling them while calling attention to the problem. The adults must back off when the parent comes back assertively.
- › Make sure all the babies get chased at least once, twice if possible.
- › Calm everyone down before switching roles by using the 4 B's or abdominal breathing.
- › This should be your only activity of the day. It can easily take 45 minutes to complete this activity successfully.
- › Again, a discussion should follow the activity. Ask children how they think others in the class or in their family grouping felt. You are training the children to be aware of how others feel. This is empathy. Because this variation is less structured in its use of space and energy zones, more difficulties arise with wandering babies and parents. This opens up the possibility of more depth in the discussion. Part of the discussion can also include how this relates to human families, how parents feel when their children will not listen, and how children feel when their parents do not pay attention to them. However, this is not a time for children to reveal neglect. Keep the discussion one step removed from reality, sharing on an "as if" level. If someone seems to need to share something personal, invite them to do so with you at a private time.

Other considerations: Stretch sacks give added tactile feedback, which is very helpful with children having ADD, ADHD, or other neurological issues.



Activity 18, Empathy: Making Waves

Overview: In circle formation, a child makes up a two-part movement that the whole group does in a wave or ripple.

Time needed: 15 - 20 min.

Ages: 1st grade - Adult

Space needed: Small (enough to stand in a circle with a large space around each person)

Purpose:

- Increase awareness of others
- Improve attention span and impulse control
- Improve group cohesion

Fun; challenges attention and timing. Not necessary if time is short.

Discussion Topics:

- › Discuss what a movement wave is. A lot of children relate it to a stadium wave.
- › Talk about any frustration that occurs if someone does not follow along when his/her turn in the circle arises.

Activity Description:

- › Start in a circle formation. Demonstrate a two-part movement to the class such as swinging your arms up and in front of your body (part one) and back down again (part two).
- › After everyone learns the movement, the movement is done in waves. One child begins it, and just as he/she begins the second part of the movement, the next child starts the first part. The next child does the same thing and so on.
- › The result is a wave or ripple of movement that goes through the whole class. It can go around the circle one to three times. You can vary the speed if the class seems ready for that.
- › After your movement is done, ask if anyone else can make up a two-part movement. A common one is having arms go up and down while holding hands. Holding hands makes it easier to stay focused since everyone is literally connected. Sometimes children suggest going down and up by bending knees. While the arms are not involved, this is fine.
- › Sometimes you have to watch the suggested movement and help structure it so everyone can do it. This takes a lot of concentration. Do not worry if the class does not get the activity to work the first time. Do it again a week or two later. It can take some time to master. Depending on the size of your group, this activity may be too long to allow every child to make up a movement within the same period. You lose attention after a while. Spread the activity out over a few weeks, giving different people a turn to initiate the movement each week.
- › Another variation is doing a wave with the stretch cloth. First the class has to be able to bring the cloth up and down together, then do the up and down wave fashion as described above.



Activity 19, Empathy: Follow the Stretch Cloth Leader

Overview: This is similar to group mirroring but uses a stretch cloth.

Time needed: 15 - 20 min.	Ages: K - 5th grade	Space needed: Medium
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Props: Stretch Cloth

Purpose:

- Improve group cohesion
- Improve attention span
- Increase ability to move with others, matching their movements
- Practice for leading and following

This activity does the same thing as the Making Waves activity. If time is short, just do one.

Discussion Topics: No discussion necessary.

Variation A Activity Description:

- › The class stands in a circle, holding the stretch cloth in front of them by one edge.
- › Explain that this activity is a little like the matching intensity activity earlier in this section. Now, however, instead of matching the intensity of hand tension, everyone is going to match the intensity of bringing the stretch cloth up and down. Start by having everyone bring the stretch cloth up and down together with the same timing. After doing this a few times, pass the leadership to the next person in the circle. That person can change the speed and intensity of the up and down motion, and everyone has to follow them. Keep passing the leadership after following each person for a brief amount of time.
- › If this goes well, you can go around the circle a second time and have people add a sound to their movement. This time the movement can be freer, such as side to side instead of just up and down.
- › Variation A is less stressful for some children than Variation B below because the children do not have to make up a movement, just change the tempo.

Variation B Activity Description:

- › The class stands in a circle, holding the stretch cloth in front of them by one edge.
- › One at a time, they make up a movement that can be repeated over and over with the stretch cloth. The class does this movement together several times.
- › They can kick at the cloth, turn around under the cloth, move in and back, etc. Children can pass if they can't think of a movement. Frequently, if you do this activity again another day, more children will think of an activity after seeing other ideas the first time. Also, if you have a big class you may need to have half the class do this one week and the other half the following week.



Activity 20, Empathy: Giving Our Weight to the Stretch Cloth

Overview: This activity is the same as Chapter Five, Activity 7, Grounding While Standing in a Stretch Cloth with added emphasis on empathy. For this activity the children will stand in a circle inside of the stretch cloth. With knees bent and hips back, children are told to lean back together letting the cloth support the class. When this is accomplished, add a gentle rock, side to side, feeling connected by the cloth and affected by their neighbors' movements. You can add a pulling and resistance component if your class is cooperative. Children gently pull side to side and then gently twist and move forward and backward, paying attention to how everyone keeps their balance.

Time needed: 10 - 20 min.

Ages: K - Adult

Space needed: Medium, unless you have a small group and a small stretch cloth

Props:

- Stretch Cloth
- Bare feet or rubber soled shoes; no socks or slippery shoes

Purpose:

- Increase group cooperation
- Increase trust
- Increase body awareness

If you have a stretch cloth, do this activity. It immediately connects your group in a nurturing way.

Discussion Topics:

- › Remind the children about other empathy activities that require awareness of others and balancing strength. Discuss the need for the group to work together and not overpower anyone.
- › Discuss positioning while learning.
- › Discuss how everyone is connected and how each person's actions will effect everyone.
- › Ask how everyone feels in the cloth. Use the idea of empathy to help get others to modulate their pulling.

Activity Description:

- › Whether you are doing this activity for the first time or repeating it, use the topic of empathy that you have been building on to get the children to pay attention to their neighbors. Have them use that awareness to modulate their own behavior; for example, how hard or soft they pull, how widely they rock from side-to-side.
- › Have everyone stand in a circle, holding the stretch cloth in front by the same edge. This requires untangling the material (group cooperation).
- › On the count of three, everyone lifts the edge of cloth, brings it up over their head, and down behind their back. The cloth is now open along the back, from the ankles or knees to the shoulders. (How far it reaches depends on one's height. Make sure no one is stepping on it because the cloth is slippery and someone could fall.)
- › Instruct the class to lean back into the stretch cloth. Feet should be hip-width or wider. Knees should be slightly bent. Bend slightly at the hips also, as if you were about to sit down on a

chair but had not really started to lower yourself. The lean-back should come from the hips, not from the shoulders or head. **This is important so no one flips backward over the cloth onto their head.** Arms should be at one's sides in front of the stretch cloth.

- › Discuss positioning while leaning. Find a model for other students to emulate. Try to point out someone who frequently has trouble behaving but who looks grounded as described above. Some of the more disruptive students catch onto this very quickly, while some of the more impulsive children tend to need lots of safety reminders. The leaning is done so that if the stretch cloth weren't there or suddenly broke, everyone would fall down safely. The feeling of being supported by the cloth and by the group is very exciting.
- › When the class is able to balance in the cloth, begin to rock from side to side in unison. Have everyone remember to keep their arms in front of the cloth so they are not holding onto it. Start with a very small rock, keeping knees bent. When the class is able to do that, increase it. The leaning of their bodies into the stretched out cloth supports the group.
- › If your class is cooperative and everyone can do the leaning and rocking without a problem, you can try adding a pulling and resistance component. Have everyone place their elbows outside the circle, behind the cloth, while holding on to the top edge of the cloth with their hands. Gently pull from side to side and see how everyone balances. Gently twist and see how everyone balances.
- › If the twist works, you can add a small amount of in and out movement, emphasis on SMALL.
- › Discuss how everyone is connected and how each person's actions will effect everyone else. Bring up questions about how others might be feeling in the cloth. Use the idea of empathy to help get others to modulate their pulling.
- › Make sure frail and accident-prone individuals are not placed next to the strongest or largest class members. If you are worried about a student's ability to modulate his/her strength, have that student stand next to you or another adult.
- › The goal is to maintain balance as a class while everyone pulls and twists gently on the cloth. You may want to pick a number to count to as a goal.
- › Some safety rules need to be established. Anyone can shout "stop" or "freeze" if they are worried about falling. If anyone does fall, the group stops immediately to make sure everyone is safe. No one can pull with full strength.
- › The class starts this activity very gently. If they are successful, you can allow them to pull a little harder, etc. This is a good time to review the idea of energy modulation with regards to the strength used.
- › Allow the children to rearrange themselves to be next to someone who wants to use a similar strength in pulling. Try pulling according to the variety of intensities the children prefer, such as soft, medium, and medium hard, etc.
- › Allow children who are afraid of the hard pulling to sit out. Everyone has the right to feel safe at all times.
- › Not all classrooms are ready to do a pulling activity with the stretch cloth. They may need to try more trust activities first.



Activity 21, Empathy: Seesaw

Overview: Children will act out a seesaw, one going up while the other goes down. This happens while they support each other's weight.

Time needed: 10 - 20 min.	Ages: 2nd grade - Adult	Space needed: Medium
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Purpose:

- Develop trust
- Increase body awareness and coordination
- Support another person, increasing connection to others

Fun, good trust exercise. If time is limited, skip this one.

Discussion Topics:

- › Discuss what the activity felt like. Did it work? Why or why not?

Activity Description:

- › Children are paired with someone of similar height and weight. (This is important for the success of this activity since they have to support each others' weight.)
- › The partners face each other holding hands, not quite two arm lengths from each other. Their feet should be shoulder-width apart.
- › Grasping each other's hands tightly (or clasping each other's wrists) they both lean back, arms straight. One partner stoops down while still leaning back.
- › They both keep leaning backwards, supporting each other, and as one partner comes up, the other goes down. This gets repeated up and down like a seesaw. This is somewhat difficult and not every pair will succeed. It requires physical coordination and timing as well as trust.
- › Allow students to try it with different partners. It is helpful if you can demonstrate it for the class or if you have two students demonstrate while you help them.
- › As a variation, have students sit back to back with elbows linked. Knees are bent with feet placed flat on the floor. Have both students try to stand up by pushing their lower backs into each other and then lower themselves to a sitting stoop together.



Activity 22, Empathy: Showing That You Care

Overview: Children are taught a variety of ways to show someone they care. Then they break into small groups and practice these skills in role-play situations.

Time needed: 30 min.

Ages: K - 5th grade

Space needed: Medium

Props:

- Worksheets - Empathy (Parts 1, 2 & 3)
- Copies of Empathy Parent Letter

Purpose:

- Integrate empathy activities by showing others you understand and care about how others feel
- Increase social skills repertoire, allowing one to reach out to others

Important activity; a must do for classes with bullying and exclusion issues.

Discussion Topics:

- › What is empathy?
- › How do we show we care?
- › Discuss how, when someone is upset, they may not hear you asking them what is wrong or they may not want to talk about it. Discuss how to be helpful while still being sensitive to the person's needs who you are trying to help.
- › Discuss the role of empathy in stopping violence.

Activity Description:

- › Discuss empathy with the class. Definition should include understanding how someone might be feeling and showing that person how you care.
- › Bring up a situation from class where strong feelings were involved, such as losing something or being left out or being teased.
- › Discuss how someone shows they care. Elicit or bring up the following: listening and looking at the person when they talk to you, leaning toward them, hugging them or patting their shoulder or knee lightly, helping them, getting a grown-up, telling them that you care or that you understand how they feel.
- › Discuss how, when someone is upset, they may not hear you ask them what is wrong. A light touch might be needed to get their attention.
- › Also emphasize that not everyone wants to talk about what is wrong. Respect people if they tell you they do not want to talk about it or want to be alone.
- › Have two or three students go into the middle of the circle and act out a situation. One child should be upset while the others should be showing empathy.
- › Solicit suggestions or comments from the class. Repeat this with different types of situations, e.g., something lost, someone sick, or someone ashamed about something. Then evaluate whether the class seems capable enough to role-play in small groups of two to three students. The more adults to coach, the better.
- › Challenge the class to practice showing they care about others. Have them share these situations, which can be from home, school, the playground, the community, etc. Sharing can take place at circle time, through journal writing, or through notes put in a box designated for that purpose.
- › Have the children fill out the Expressing Feelings Worksheets on Empathy.



Expressing Feelings

Empathy (Part One)



Empathy is understanding how someone else feels and showing that you care.

Think about a time when someone showed empathy to you. What did you like about what that person did? Write it down and draw a small picture to show what happened.

Now think of a time when you showed empathy to someone else. What did you do? Write it down and draw a small picture to show what happened.

Expressing Feelings

Empathy (Part Two)



Empathy is understanding how someone else feels and showing that you care.

Who was there? _____

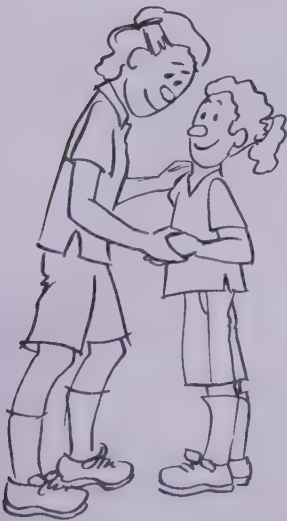
When did it happen? _____

What happened? _____

What feelings were expressed? _____

How were they expressed? _____

What did you do to show empathy? _____



Ideas for Showing Empathy:

- Listening and looking at people when they talk to you
- Leaning toward others
- Hugging or patting a shoulder or knee of the other person
- Helping
- Getting help from a grown up for the other person
- Telling the person that you care or understand how they feel

Empathy

(Part Three)

is understanding how someone else feels and showing that you care.



For the next week try showing empathy at least three times.

Who was there? _____

When did it happen? _____

What happened? _____

What feelings were expressed? _____

How were they expressed? _____

What did you do to show empathy? _____

.....

Who was there? _____

When did it happen? _____

What happened? _____

What feelings were expressed? _____

How were they expressed? _____

What did you do to show empathy? _____

.....

Who was there? _____

When did it happen? _____

What happened? _____

What feelings were expressed? _____

How were they expressed? _____

What did you do to show empathy? _____



Anger Management: Activities for Learning Anger Management Skills

Purpose:

- › Increase awareness of anger triggers.
- › Increase awareness of early anger cues in the body.
- › Integrate the use of self-settling strategies when aroused emotionally.
- › Develop safe physical releases for angry feelings.
- › Learn the angry formula and develop rules for being angry safely.
- › Develop anger management workbooks for each child.
- › Develop the understanding that all feelings are okay but all behaviors are not.
- › Teach the concept that everyone has a right to feel safe all the time, which includes the right for others to feel safe around us.

Discussion Topics:

- › What things make you angry? How do you express that anger?
- › When do you think anger can be good? What is anger's job in our life?
- › What are safe ways to show anger?
- › How can we use anger to get our needs met?
- › Where do you first feel mad in your body?
- › How do the 4 B's, the 4 C's, and relaxation relate to controlling anger?
- › Why do we need to control our anger? What happens when we do not?
- › Why is the anger formula helpful? (I get mad when you do _____. I would like you to do _____ instead.)
- › How does the anger formula help solve problems safely?
- › What is our responsibility to others?
- › What is the difference between a right and a responsibility? Include the idea that others have a right to feel safe with us (Protective Behaviors, West, 1989).
- › What are some safe physical things you can do that help release anger?
- › What are physical things that you can do if you are angry in class or at home where you can't run around or even get up from your seat?

Activity 23, Anger Management: Anger Cues

Overview: After making a list in writing or pictures of things that trigger anger, each child will have a chance to move from calm to angry, paying attention to body cues as s/he goes along. These cues will then be discussed and added to the anger trigger sheet. By the end of the activity, all the children should have an individual list of their own anger triggers and body cues that signal anger.

Time needed: 15 min.

Ages: K - Adult

Space needed: Small

Props:

- What Makes Me Mad Worksheet
- What Are Your Anger Signs? Worksheet

Purpose:

- Become more aware of anger triggers
- Become more aware of body cues that signal anger developing
- Develop a personal list of anger triggers and body cues that signal anger

Important part of anger management.

Discussion Topics:

- › Discuss what things make people mad.
- › What body cues do you notice in yourself and others that indicate anger is starting to build?

Activity Description:

- › Discuss what things make people mad. Have each person make a list or draw pictures of everything they can think of that makes them mad. Anger Management Worksheet, What Makes Me Mad, can be used here.
- › Have two or three children at a time (with the rest acting as observers) pretend they are in a situation that is making them angry.
- › Each of the pretenders will need a large space bubble around them. Have them start by calming down using the 4 B's or imagery. Then have them pick something from their anger trigger list and imagine that they are going to encounter it shortly. Having them visualize something specific can help make it more realistic.
- › As they encounter this situation, they should begin to feel a sense of annoyance. Ask the children to pay attention to their body as these emotions begin and have them freeze at the first sign they recognize as a prelude or sign of anger.
- › Have observers watch silently to see if they can tell when they first notice anger starting and if they notice it before the person freezes. Have observers note what they saw at the point they first noticed anger starting. Each observer should concentrate on only one pretender so s/he can pay close attention to specific movement cues.
- › Once all the pretenders have frozen and mentioned their first body cues, allow them to continue their role-play to see if they can notice more body cues that tell them they are angry.
- › Have the pretenders take some slow calming breaths before coming to sit down.
- › Discuss what people noticed. Repeat until everyone who is willing has had a turn to move and experience early signs of anger.
- › Have the children list body cues that tell them they are getting mad. Use the Anger Management Worksheet, What Are Your Anger Signs?



Controlling Anger What Makes Me Mad



1. Write or draw at least ten things that make you mad.
2. When you are done, look them over and circle the thing or things that make you the most mad.
3. Now put a star or check next to the things that happen the most.

Controlling Anger

What Are Your Anger Signs?



In the list below, check off what happens in your body when you feel mad. Then fill in the body signs you feel under each level on the thermometer.

	Boiling Mad (Enraged)
Physical/body signs of being mad:	Mad In Control
☐ Face growing hot ☐ Ears getting hot ☐ Shoulders lifting ☐ Tummy queasy ☐ Teeth gritting ☐ Eyes squinting ☐ Hands in fists ☐ Heart racing ☐ Breathing fast ☐ Fidgety ☐ Seeing red ☐ Headache ☐ Stomach ache ☐ Throat tightening ☐ Voice screechy ☐ Mouth pursed ☐ Dry mouth ☐ Crossing arms ☐ Chest tightening ☐ Hands on hips ☐ Tension in legs ☐ Feet antsy ☐ Feeling hyper ☐ Sweating	Getting Mad
	A Little Annoyed
	Calm & Happy

Activity 24, Anger Management: Connecting Self-Settling to Anger Control

Overview: After reviewing at least four self-settling techniques—abdominal breathing, the 4 B's, tension release, and guided imagery—children will have a chance to practice these in anger role-plays and learn their importance as anger management tools.

Time needed: 10 - 15 min.

Ages: K - 5th grade

Space needed: Small - Medium

Props:

- A hand drum to accompany anger role-plays
- Paper, pencil, and markers for recording self-settling choices

Purpose:

- Develop self-settling techniques as a tool in anger management
- Improve awareness and the technique of self-calming

This is an important activity for anger management.

Discussion Topics:

- › Discuss the role of self-settling in anger management. Introduce the anger thermometer.
- › Discuss how much easier it is to calm down when the anger temperature is not too high.
- › How did calming down feel in the anger role-play? Who thinks they might try this outside of class?
- › Discuss which calming techniques each person likes best.

Activity Description:

- › Review abdominal breathing and the 4 B's of self-settling.
- › Review relaxation techniques, tension release, and guided imagery. Review other techniques your class may have found helpful, i.e., the 4 C's, meditation.
- › Discuss the role self-settling has in anger management. Introduce the idea of an anger thermometer and each person's responsibility in maintaining their temperature at a safe level.
- › Draw or have each student draw a picture of a thermometer and mark off different levels, e.g., totally calm, alert calm, a little excited, getting tense or annoyed, annoyed, angry, really mad, boiling over, etc. Help students connect to how much easier it is to bring the temperature down one step as opposed to two or three steps. Emphasize the importance of early detection of anger in maintaining self-control.
- › Have each child get in a space large enough to move in safely.
- › Have children pretend to become wild and angry while you accompany them on the drum, starting slowly and softly, and gradually increasing in intensity and speed. When the intensity is starting to get high, stop the drum. Have the children freeze and then practice the 4 B's to calm down.
- › Discuss how this felt and who thinks they might do this when they are actually mad.
- › Repeat the above three steps three more times, each time substituting a different calming technique.
- › Have each child pick the two calming techniques that were most effective for calming down his/her anger. If your class or specific individuals in your class have developed other calming techniques to practice, include them. (Finding the right calming strategy is essential for those children who get angry often and easily. Some children find that any sequential technique is too long for their quick arousal cycle. This includes the 4 B's, counting to ten, doing three slow breathes, etc. They need a one step plan. Guided imagery, with its immediate picture of a safe, calm place, can work for some children when nothing else does. Refer to the self-

settling worksheet, My Safe Place. You can use the drawings the children have already done or have them make a new one. Shrink it on a copy machine or have them draw it in miniature, in a size they can carry with them. Laminate it when possible.)



Activity 25, Anger Management: Practicing Self-Settling in Anger Release

Overview: After reviewing the self-settling choices children made in the previous activity, they are given a chance to try these techniques in structured and then less structured role-plays. They are then challenged to use these outside of the movement class and to keep a journal of their progress.

Time needed: 15 - 20 min.

Ages: K - 5th grade

Space needed: Small - Medium

Props: Drum for accompanying structured role-plays

Purpose:

- Develop self-settling techniques as a tool in anger management
- Improve awareness and technique of self-calming
- Improve anger-management skills

This is an important activity for anger management.

Discussion Topic:

- › Have the children discuss how effective the calming strategy choices were for them.
- › Discuss strategies for self-initiating these techniques. Brainstorm problems and solutions to any problems they would have in reminding themselves.
- › Discuss any problems students can foresee in using these calming techniques in different environments.

Activity Description:

- › Review the choices children made in the previous activity. Have each child write or draw the two self-settling techniques they felt were most effective for them.
- › Have the children pretend to get angry again. Use the drum to show tension escalating and indicate, by stopping the drum, that they need to use their own choice of calming strategy. Discuss how effective their choices were.
- › Repeat this activity a few times (perhaps over the course of a few days) so the children have a fair chance to test out which techniques actually work best for them.
- › Discuss strategies for self-initiation of these techniques. Brainstorm problems and solutions to any problems they would have in reminding themselves. Stress the importance of using this calming strategy as soon as the anger begins, since, once anger is full blown, it is very difficult to get one's self to use a calming strategy.
- › Repeat the anger role-play, but this time without the structure of the drum. Students are instructed to get in a large space and feel themselves get calm and in control. They are then instructed to imagine that a specific incident (of their choosing) from their anger trigger sheet is happening. The students can close their eyes if this helps their visualization. They are asked to initiate their choice of calming strategy when they feel anger beginning to build. The timing of when to initiate this is their own.

- › You may want to repeat this activity a few times with the students visualizing different triggers, some which tend to get them really mad rapidly. The more practice they have initiating their calming strategy, the more comfortable they will be actually using it in those situations.
- › Discuss any potential problems students feel might occur. For example, raising their hands up all the way during the breathing in the 4B's may embarrass some students. It is less conspicuous to rest your hands on your head for the breathing and self-talk since many people put their hands on their heads to stretch or relax during the day. Reaching out to catch the energy may also embarrass them. Eliminating the clap but still squeezing hands inconspicuously could work. Help students find less conspicuous ways of doing certain techniques in public.



Activity 26, Anger Management: The Anger Formula

Overview: The children are taught a verbal formula for communicating their anger and to develop a set of rules for expressing their anger safely.

Time needed: 10 - 30 min.	Ages: K - Adult	Space needed: Small - Medium
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Props: How to Show Anger Safely worksheet

Purpose:

- Understand the concept of "being mad safely"
- Learn the Anger Formula and develop safe ways to express strong feelings

Very important part of anger management.

Discussion Topic:

- › What does it mean to be mad safely? Come up with a set of rules with the children.
- › Discuss when the anger formula might be used and in what situations they might need the second and third stages.

Activity Description:

- › Discuss what it means to be "mad safely" and then have the class develop a set of rules. These should include no name-calling and no hurting behavior to others or to property. Use the How to Show Anger Safely Worksheet.
- › Teach children the Anger Formula as follows: "I get mad when you _____. I would like _____ to happen next time."
- › Ask students to think of one thing someone else does that makes them mad.
- › One at a time students are asked to use the Anger Formula to express their anger trigger and what they would like to happen differently.
- › The Anger Formula is the next logical step after the children have self-settled. Discuss why this is so. Also discuss why this is a helpful formula.
- › Have the children write this formula down or fill in the blanks on the How to Show Anger Safely Worksheet.
- › Sometimes, the Anger Formula, in its simplest form, is not strong enough. Teach the children two other levels to add strength to the formula. If you have already expressed yourself using the Anger Formula and nothing happens, repeat it with a stronger voice and add the words "I mean it" to the sentence. If that still does not work, the next level is to add a consequence of

what you will do if the behavior is not stopped. For example, “I mean it! I told you I get angry when you call me names. If you will not stop that and use friendly words, I will (not play with you, walk away to other friends, get an adult to help me, etc.).

- › Have children fill out the Anger Management Worksheet, Mad Safely Formula.
- › Use a challenge sheet for your class for positive use of handling anger. You can do this in several stages.
 - The first challenge can involve children reporting situations where they catch themselves getting angry and use self-calming techniques.
 - The second challenge can involve children reporting using strategies for cooling down burning hot anger.
 - Another challenge can be reports of using the Anger Formula in its different forms. These reports can be notes dropped into a jar or box to be read during a sharing time each day, or they can be written into a class journal for future discussions.
 - The final challenge can be a No Fight Challenge where the class as a whole is challenged to have no fights for two weeks in exchange for a party, extra free time, etc.
- › Children need challenges to develop new habits and recognition for trying to change.

Controlling Anger

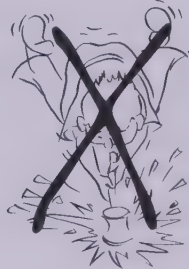
How to Show Anger Safely



All feelings are okay, but all behaviors are not.



Feelings are okay.



No hurting people, things, or yourself.



Talking solves problems.



WHEN YOU'RE MAD:

1. **COOL DOWN.** Reduce your anger to a safe temperature so your brain can work.



2. **THINK.** How do I want to handle this situation so it is safe and fair for everyone? Ask yourself, "If I try this solution, will I be safe? Will they be safe? Will it be fair for all of us?"



3. **TALK.** Use "I" statements and the Mad Safely Formula.

The Mad Safely Formula

I feel _____ (mad, annoyed, upset, hurt, etc.)

when _____
(describe what happened that made you feel that way)

I want _____ (say what you want to change).

Controlling Anger



Mad Safely Formula Worksheet

Think of a situation that made you mad.
Fill in the blanks in the Mad Safely Formula
sample below.

I feel _____ (mad, annoyed, upset, hurt, etc.)

when _____
(describe what happened that made you feel that way)

I want _____
(say what you want to change)

STRONGER MAD SAFELY FORMULA

If the Mad Safely Formula doesn't work, you may need to make it stronger. You could add, "Stop! I mean it!" in a strong voice. Think of another situation where you might have to make the formula stronger and fill in the example below.



I really mean it! I feel _____ (mad, annoyed, upset, hurt, etc.)

when _____
(describe what happened that made you feel that way)

I want _____
(say what you want to change)

Controlling Anger

Mad Safely Formula Worksheet (con't.)



If necessary, tell them what safe action you will take if they don't stop. For example: "I will get a grown up to help" or "I won't play with you any more." Fill in the example below.

I said, I really mean it! I feel _____ (mad, annoyed, upset, hurt, etc.)

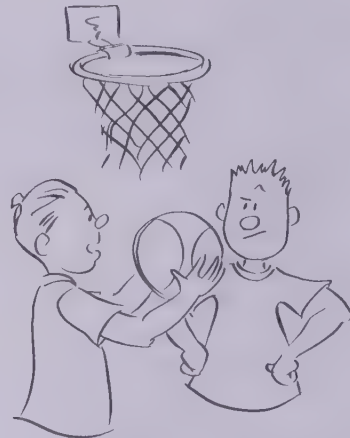
when _____
(describe what happened that made you feel that way)

If you _____
(do it again, don't stop, etc.)

I will _____
(get a grown up, not play with you, etc.)

SAFE AND FAIR SOLUTION

Safe and fair solutions require smart thinking. If someone is hogging the swing, solving the problem isn't just telling them to stop. It may be that each of you takes 5 minute turns. Think of a situation and write a fair and safe solution in the space below.



I feel _____ (mad, annoyed, upset, hurt, etc.)

when _____
(describe what happened that made you feel that way)

I think it would be fair if _____
(your solution)

Activity 27, Anger Management: Mad Role-Plays

Overview: Students develop a class list of things they can do in addition to self-settling to help them cool down when angry. They role-play actual incidents that make them angry and try implementing some of these strategies. Finally, each child develops a list of things that s/he might actually do in different types of situations to diffuse anger.

Time needed: 15 - 30 min.	Ages: K - Adult	Space needed: Medium
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Props:

- Markers and chart paper to develop a class list
- How to Cool Down Burning Hot Anger Worksheet

Purpose:

- Develop a list of techniques that can be used to diffuse anger
- Improve anger management

This is an important activity in which children actually practice integrating anger management.

Discussion Topics:

- › Discuss the importance of anger in telling us what we want and need.
- › Discuss some appropriate ways to get those needs met.
- › Develop a list of things students can do to keep themselves in control when angry.
- › After anger role-plays, brainstorm for more ideas to add to the list.

Activity Description:

- › Many children feel that anger is a bad emotion. Anger tells people when they do not like something. It lets them know when something is not right. In anger management, we are not trying to eliminate anger, but rather to control it. Discuss the importance of anger in telling us what we want and need. Discuss some appropriate ways to get those needs met, e.g., negotiating, compromising, taking turns, sharing how you feel, getting what you want later. (This topic will be explored more thoroughly in the positive problem solving section.)
- › Develop a list of things students do to keep themselves in-control when angry. Use the categories on the How to Cool Down Burning Hot Anger Worksheet to help stimulate students to think of things.
- › Have the students role-play, in small groups of two to six people, actual incidents that make them angry. Then have them practice anger management using one of the things from the class list.
- › Allow only one role-play at a time per supervising adult unless your class is mature enough to handle a role-play unsupervised. Other students act as observers.
- › After several role-plays, see if the students can brainstorm for more ideas to add to the list. The list can consist of all sorts of things such as drawing, participating in sports, talking to someone, squeezing a Koosh ball, or listening to music. Include self-talk scenarios that can be crucial in determining whether the anger cools or feeds on itself. Discuss how thinking about anger often feeds anger, while distraction provides space to calm down physiologically, and hence, emotionally, allowing your needs to be met in a positive way.
- › Have students develop individual lists of strategies, things that would work specifically for them. Use the Cooling Down Burning Hot Anger Worksheet and require each student to come up with things in each category since not all strategies are suitable for all situations. The more choices the better.

Controlling Anger



How to Cool Down Burning Hot Anger



Take a break from your feelings to gain control.

Write or draw pictures of things you might do under each topic. Include things that you could do in a classroom, at recess, at home, and other places where you get mad.

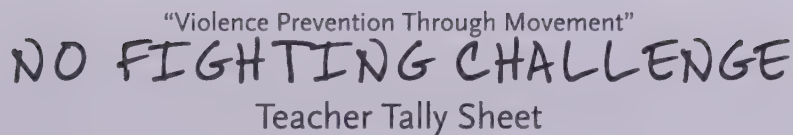
Physical Activities

Hobbies

Relaxation Strategies
(breathing, counting, relaxing)

Self Talk

Other (talk about a different subject, do something with a friend, etc.)



Prevention Instructor: _____

Goal: _____ points in a two-week period will result in a reward.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



Empowerment: Activities for Teaching Positive Problem Solving or Empowerment

Purpose:

- › Teach children strategies for getting their needs met appropriately, including compromising, taking turns, negotiating, calling “dibs,” sharing feelings, suggesting new ideas, being open to other’s ideas, and sharing.
- › Use Anger Management Worksheets to increase the ability to formulate and try out new strategies.
- › Reinforce the use of the Anger Formula as a safe, effective strategy to express angry feelings.
- › Help children think about other people’s feelings as they problem solve.
- › Help children realize that things do not always go their way.
- › Teach children how to settle themselves when things do not go their way.
- › Explore ways to join others who are playing.
- › Explore ways to play with more than one person at a time.
- › Explore what goes into being a good friend.

Discussion Topics:

- › What can you say to yourself when things are not going your way?
- › What are strategies you can use to work out problems so that some things go your way?
- › How can you remember you have responsibilities as well as rights when you are upset?
- › How do you join a group of children?
- › How do you play with more than one child at a time?



Activity 28A, Empowerment: I Didn't Get My Way

Structured Problem-Solving

Overview: The class is divided into small groups. Everyone is told how wonderful it is to be first in line because that person is in charge. The children are also told that only one child will get a chance to be first. The other children must then act out how they will settle themselves despite being disappointed.

Time needed: 10 - 20 min.

Ages: K - 5th grade

Space needed: Medium

Purpose:

- Increase ability to handle disappointment
- Improve ability to use self-talk and breathing to change one's mood

This is a very helpful activity for children who have trouble handling things that do not go their way or children who tantrum regularly and have to withdraw from the group when not given their first choice.

Discussion Topics:

- › How does it feel when you don't get your way? Discuss how things can't always go your way; in fact, getting your way has to be shared so everyone gets a chance to be first.
- › Discuss techniques of handling not getting your way such as distracting yourself with new thoughts or using self-talk.

Activity Description:

- › Divide the class into small groups of four or five children.
- › Discuss the fact that things do not always go everyone's way and, in fact, are not supposed to. Getting your way should be shared so everyone gets a turn to have things as they want.
- › Ask who wants to be the leader in each group. Most children will raise their hands. Tell the children that only one child in each group will get a chance to be the leader and that they will be in charge.
- › Choose a leader for each group to do simple follow-the-leader movements around the room. Remind children to maintain their space bubbles.
- › The other children who are not chosen must practice self-talk scenarios out loud. A typical scenario might be, "Oh darn, sigh, I wish I had been picked. Oh well, maybe I'll get picked next time. I wonder what this leader is going to do." A few deep breaths follow. Solicit scenarios from the children themselves.
- › Ask children to pay attention to their bodies to see if they are aware of their arousal or tension level. Have them share body cues that told them they were getting frustrated.
- › Discuss the technique of distracting one's self by turning one's mind to new thoughts. This is very helpful for dealing with disappointment.
- › Practice several times with different people taking turns to lead. Even though this is a role-play, children with real issues about getting their way all the time get truly frustrated. This is a good activity for them.



Activity 28B, Empowerment: I Didn't Get My Way

Open-Ended Problem-Solving

Overview: This variation is less structured and entails fantasy play. It allows children to apply problem-solving skills in interactive situations.

Time needed: 15 - 30	Ages: K - 5th grade	Space needed: Medium
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Props:

- Positive Problem Solving Handout (choose one of the two handouts)
- Proactive Intervention Handouts
- Self-Talk Worksheets

Purpose:

- Increase ability to handle disappointment
- Improve ability to use self-talk and breathing to change one's mood

This is a very helpful activity for children who have trouble handling things that do not go their way or children who tantrum regularly and have to withdraw from the group when not given their first choice.

Discussion Topics:

- › Brainstorm different scenarios where children do not get their way.
- › Discuss different positive problem-solving strategies with the children. Have them come up with as many as possible before giving them the handout.
- › Discuss the solutions each group came up with in their role-plays.

Activity Description:

- › Brainstorm different scenarios that cause frustration. These scenarios can be things that happen at home as well as at school. Not being able to find something you want or need, being told "NO," not getting a turn at something, and having trouble with schoolwork are a few of the possible things children may suggest.
- › Choose one of the Positive Problem-Solving Worksheets depending on the ages of your children. Have the children go over the worksheet that elaborates strategies for getting their needs met. Discuss and demonstrate each strategy.
- › Review the Pro-Active Interventions Handouts. Brainstorm how strategies from the handouts might be used in the scenarios chosen. Emphasize self-settling via breathing, deep sighing, the 4 B's, etc., before choosing a strategy. Emphasize self-talk to help stay calm and to keep your brain open to choices.
- › Divide the children into small groups. Pick a scenario that each group will role-play. When doing this for the first time, have each group work on the same problem.
- › Encourage the idea of making deals, compromising, combining ideas, and finding a way that includes everyone's ideas. Remind the children that their solutions need to be fair, taking into account their needs as well as others.
- › Discuss the solutions each group arrived at and examine what role each person in the group played in the decision-making process.
- › Repeat this with different scenarios. If time allows, let each person in the group have a turn to pick a scenario for his/her group to work on. Suggest that everyone take a turn being the one who is frustrated and must use a positive problem-solving strategy. You may need to take more than one day to complete this activity.
- › Use the Positive Problem-Solving and Positive Self-Talk Worksheets with this activity.



Positive Problem Solving (Part One)

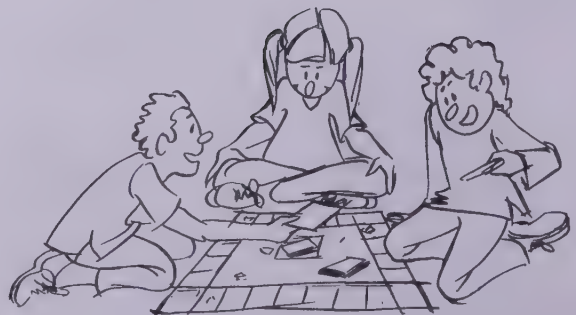
If you don't get your way, don't get mad—
be a positive problem solver.

- Take a deep breath and say, "Oh well, maybe next time."
- Try to make a deal
- Come up with a new idea as an alternative
- Try to combine ideas
- Call dibs for next time
- Find something else to do
- Share how you feel,
then move on



Positive Problem Solvers:

- Share
- Don't always have to go first
- Take turns
- Keep your cool
- Be open to new ideas
- Don't always have to play your game
- Think about how the other person feels



Positive Problem Solving (Part Two)



If you don't get your way, don't get mad—
Be a positive problem solver.

- Use Self-Talk: take a deep breath and say to yourself, "Oh well, maybe next time" or "Maybe I can do it later" or "It's not that important."
- Do the 4 B's to calm down: Brakes, Breathing, Brain, Body.
- Share how you feel and then move on.
- Distract yourself by finding something else to do, something calming like reading, or active like a sport, or fun like a favorite toy.
- Distract yourself by thinking about something different.
- Try to combine your idea with your friend's or come up with a new idea together.
- Have someone help you out.
- Make a deal; negotiate to get part of what you want even if it is calling dibs for next time.
- Find someplace else to be or someone else to play with for the time being.



Positive Problem Solvers:

- Share
- Don't always have to go first
- Take turns
- Keep your cool
- Don't always have to play your game
- Think about how the other person feels
- Be open to new ideas





Positive Self-Talk (Part One)

Self-Talk lets you change negative thoughts into positive ones. Self-Talk can be used to help you calm down and think of a problem solving plan.

Examples of positive Self-Talk:

"I can calm down."

"This will work out."

"I'm doing a good job."

"I will be able to do my work."

"I can come up with a plan."



Example situation: Someone teases you during recess. Usually you get really upset. This time, you try positive Self-Talk. "I know I'm not really stupid. I'm going to stay calm and not listen to them. I'm going to remember what I learned in my movement class and change the subject."

Example situation: You're about to take a math test. You look down at the test sheet and don't know the answers to the first few problems. Usually you feel like giving up. This time, you try positive Self-Talk. "I'm going to find a problem I do know how to do to help me calm down so my brain can wake up. I know I can get help if I need it. I'm going to do the best I can, and it's going to be alright."



Positive Self-Talk (Part Two)

1. Picture a situation that might happen to you at school where positive self-talk could help you. Illustrate it and write what you might say to yourself.
2. Picture a situation that might happen to you on the playground or in the community where positive self-talk could help you. Illustrate it and write what you might say to yourself.
3. Picture a situation that might happen to you at home where positive self-talk could help you. Illustrate it and write what you might say to yourself.

Activity 29, Empowerment: I Can Be Mad Safely

Overview: This is a variation of the Feeling Shapes Activity with the emphasis on positive problem-solving and group cooperation. Many children are expected to complete assignments in cooperative groups. When there is an uncooperative member in the group, children frequently do not have the skills to resolve this conflict on their own.

Time needed: 10 - 30 min.

Ages: K - 5th grade

Space needed: Medium - Large, depending on size of your group

Purpose:

- Give children skills in handling situations where one or more persons are not cooperating
 - Increase anger management skills
 - Develop and increase skills in being a positive problem solver, developing a wider range of coping techniques for tense social situations
-

With cooperative learning groups being prevalent in many schools, this is an important activity for all.

Discussion Topics:

- › It is important to make time to discuss the feelings that are brought up by this activity.
- › Discuss behaviors that friends use, such as taking turns and sharing.

Activity Description:

- › Place children in small groups (no more than four to a group) and tell them to cooperatively work out a theme for a group statue.
- › One child is secretly told not to cooperate with anything requested at first. The idea is that the uncooperative child will trigger anger or frustration in the other children in the group. The group members then practice expressing these feelings and using positive problem solving.
- › All the children are required to follow the Mad Safely Rule developed in the Anger Management section. They should also be encouraged to use the Anger Formula, including the steps that make the formula stronger.
- › The child who was told not to cooperate at first should also be told to pay attention to the strategies used by the children in his/her group to see how they effect him/her. If one of the strategies feels particularly effective, have that child go along with it and start to cooperate.
- › Circulate among the groups, helping them problem solve and viewing their statues.
- › When each group has successfully made a statue, discuss what strategies the children found helpful. This activity may bring up a lot of feelings. Make sure to leave time to discuss them. Develop a list of behaviors that good friends use, such as taking turns, sharing, caring about how friends feel, etc. See if anything on the list should be added to the Positive Problem-Solving handout.
- › Repeat the activity (although this time the children will know that one child is not supposed to cooperate). Instruct the children to use this list. This should help them utilize the Anger Formula more clearly.

POSITIVE PROBLEM SOLVING CHALLENGE

Teacher Tally Sheet

Teacher's Name: _____ Date: _____

Prevention Instructor: _____

Challenge: Toward the end of each day, children will be asked to share any problems they experienced during that day and how they resolved them. This sharing can be verbal or in writing. Points will be given for staying calm while upset, expressing feelings appropriately, asking for assistance, using a pro-active intervention, or resolving a potential conflict. (One point per problem.)

Goal: _____ points in a two-week period will result in a reward.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY



Violence Prevention through Movement

Pro-Active Interventions Unit

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been working on identifying and expressing feelings accurately and safely. Misinterpretation of feelings contributes to causing violence, while developing anger management skills is a major deterrent. We started out this unit by exploring the expressions for six basic feelings: happy, sad, angry, surprised, scared, and disgusted.

True **Happiness**, for example, is expressed not just by an upturned mouth but includes crinkles at the corners of the eyes. Teeth may or may not be showing. The body is usually wide and open. A smile without crinkles, or with a closed body, could indicate that someone is hiding their feelings by pretending to be happy.

Sadness is seen with a down-turned mouth, eyes usually looking downward, and movement that is usually slow or heavy. You can be sad without crying.

When someone is **Angry**, the eyebrows are usually pushed down in the middle, the mouth is tight, straight across, and sometimes the teeth are showing. The body has tension, and movements are strong, like stomping, or held in, like gripping something.

Surprise is shown with eyebrows going up; eyes get big, and the mouth is often open. The head typically pulls back for protection in case the surprise is not a good one.

When someone is **Scared**, the eyes get big to see the danger. There is a lot of tension in the mouth and hands; sometimes the hands are even shaking. Eyebrows may be up to help make the eyes bigger as in surprise, or they may go down on the outside edges with just the middle going up. There is also a lack of direct eye contact. Quick and fleeting glances are most typical with the face hidden in between glances.

Disgust is seen with the tongue sticking out and the nose wrinkled. This is a universal expression used worldwide.

In addition to facial and body expressions, situational cues also help children identify people's feelings. If they see someone grab a book from a classmate's hands, they can more easily identify that their classmate will be feeling angry or sad.

Discussions have led the class to examine other feelings such as proud, ashamed, excited, frustrated, shy, and lonely. These discussions have also led to techniques for **safe expression of feelings**. We practiced the **Anger Formula**, which involves filling in the blanks in the following statement.

"I feel _____ (angry, mad, upset, frustrated, etc.) when _____ (state what happened that made you feel this way). I wish that you would do _____ instead."

This formula uses the idea of "**I statements**" to express feelings. Using "I statements" is a constructive, non-attacking way of sharing a concern with someone.

Please help your child at home:

- Reflect what you see your child showing in his/her body, i.e., "Your face is frowning, and you are looking at the ground. Are you sad? Why?"
- Share your feelings by using "I statements," i.e., "I feel happy when you clear the table right after supper." OR "I feel frustrated when you don't clear the table after supper—we need to use the table."
- Ask your child to use "I statements" to express his/her feelings.

Feel free to contact me with any questions or feedback concerning this program.

Sincerely,



Violence Prevention through Movement Building Empathy Unit

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been working on **feeling empathy and understanding how to express it**. Empathy consists of both the ability to put yourself in someone else's shoes and feel what they might be feeling and the ability to show the other person you understand and care how s/he feels. I cannot emphasize enough the importance of the role that empathy plays in ending bullying and other violence. When someone is able to feel the impact his/her behavior is going to have on others, it acts as a powerful controlling mechanism, much in the same way that a strong sense of values acts as a guiding force in the choices a person makes.

The children have been playing mirroring games; sometimes imitating the amount of tension their partner is moving with and sometimes matching the actual movement. The goal is to be able to exhibit give and take by switching leadership without speaking. These activities simulate what happens to a child in infancy when empathy first develops; the parent imitates their baby who in turn begins to imitate the parent. Mirroring activities take a lot of concentration and are very enjoyable to most children.

For empathy to continue to develop, **children must hear words that identify their feelings, that tell them they are understood or help them understand others**. Some examples of adults helping children with this follows: "You feel sad that Suzy had to go home. You wish she could stay and play longer, don't you?" "When you grabbed Suzy's toy, her feelings got hurt. No grabbing, ask first." "Remember when Allan hit you yesterday, and you cried because it hurt? Suzy is crying now because she was hurt when you hit her." When parents model these types of statements daily, children feel accepted and are more ready to show empathy to others.

The children have done role-plays where one person is upset and a partner attempts to respond empathetically. Here are some steps we practiced that help someone feel cared about:

1. Identify the upset feelings by using visual and verbal cues.
2. Look at the situation for cues, i.e., a crying classmate on the ground holding his scraped leg.
3. Look at the person who is upset and lean in slightly toward them. If you know them, you can touch their leg or arm gently to let them know you care.
4. If it is not an emergency where you have to act right away, listen to the person and say how you think they must be feeling.
5. Think of something you can do to help, such as getting a grown-up, a glass of water, a Kleenex, or helping them look for something they lost. What you do depends on the problem and what you are able to do.

Please help your child at home:

- Have them practice predicting the feelings of others by asking them questions, e.g., "How do you think John might feel if you go first in every game?" or "How do you think Suzy felt when her dog got sick?"
- Point out differences in people's preferences. Your child might like tickling and roughhousing games or working puzzles best while a friend's favorite activity is building with Legos®. Help them understand and respect differences in others.
- Practice the empathy steps above as a family. Create role-plays and discuss actual situations.
- Reflect your children's feelings with descriptive words followed by questions: "I see your mouth tight and your eyebrows down. Are you mad? Why?"

Feel free to contact me with questions or feedback.

Sincerely,



Violence Prevention through Movement

Anger Management

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class continues to work on safe expression of feelings, particularly anger, emphasizing the difference between feelings and behavior. **All feelings are okay, but all behaviors are not.** The children have been taught that not only do **they have the right to feel safe all the time, but others also have the right to feel safe with them.** There are responsibilities involved in being a safe person.

Once children are able to identify feelings, it is time to begin controlling the behavior that expresses them. Several skills necessary for this have already been taught. Self-settling skills are important (positive self-talk, turning your mind to positive things to give yourself a break from intense feelings, the 4B's of self settling) as are "I statements" and the Anger Formula.

Knowing what triggers anger and developing strategies, both for avoiding the avoidable and dealing with the non-avoidable, is a big part of anger management. **Developing a repertoire of behaviors that allow safe expression or distraction from these intense feelings** is too. This repertoire needs to include several possible behaviors, both full body (such as running, exercising, basketball) and sitting (such as drawing, writing).

Another part of anger management is having the **positive problem solving skills** to get one's own needs met. Positive problem solving skills allow children to feel competent socially and therefore **empowered**. We have been using role-plays to practice strategies that can be used in frustrating situations (see accompanying handout). Role-plays are very helpful for practicing and integrating social skills. Learning how to meet and join new groups of people and learning how to occupy one's self when alone also provides a sense of power. In our discussions and role-plays, we have been exploring the **concept of fairness**. Children must pick a strategy that is safe and fair for everyone involved.

Please help your children at home:

- Discuss what triggers their anger and help them decide which triggers they can avoid and what strategies to use for ones they can't. Strategies include: self settling techniques, the Anger Formula, writing, drawing, negotiating or making a deal, or doing something physical like exercise or jogging.
- Develop a set of family rules for being angry safely, for example, using "I statements," no name calling and no hurting behavior to yourself, others, and property.
- Model safe expression of anger by using the strategies above. Look at your own arousal level as a parent. Does everything get to you? Do you yell about little things? The self-settling strategies, ignoring skills, and the Anger Formula also help adults.
- Do role-plays with your children that are specific to their needs. Talk to your children and watch them play. If you notice problems, such as being too bossy, too compliant, or being left out, work these into your role-plays without telling your children why. Since talking directly about problems can cause defensiveness, use an "as if" basis to allow more openness. If your children do not generalize the problem solving strategies from the role-plays, you can always discuss them later on. Remind them of how they solved similar situations during the role-plays.

Feel free to contact me with any questions or to give feedback.

Sincerely,

Violence Prevention Through Movement Curriculum

Managing Anger and Building Empathy Unit Lesson Plans

LESSON ONE – Feeling Identification		
TIME	ACTIVITY	NOTES
5-10	We All Stop Together (Activity 8, Empathy)	
10-20	Discuss different feelings. Practice facial expressions and body postures that go along with those feelings. Have children move around the room expressing these feelings in movement.	Just cover basic feelings today. Facilitator can use a drum or music to accompany movement if desired.
20	Guessing Games (Activity 1, Feeling) What is My Body Showing (Activity 2, Feeling)	Supplement with Expressing Feelings Worksheets: When Do You Feel? and How Can You Tell What Others are Feeling?
LESSON TWO – More Complex Feelings		
10	Making Waves (Activity 18, Empathy)	
10	Discuss additional feelings.	Supplement with Expressing Feelings Worksheets: How can You Tell What Other People are Feeling? and More Feelings.
10-15	Moving Our Feelings (Activity 3, Feeling)	Divide into small groups, start with basic and then add more complex feelings with both activities.
10	“Double Dip” Feelings (Activity 6, Feelings)	Discuss and show mixed feelings.
LESSON THREE – Feelings (continued)		
10	Warm up with We All Stop Together or Making Waves.	
10	Continue with “Double Dip” Feelings.	Supplement with Expressing Feelings and Reading Feelings in Others Worksheets.
15	Individual Feelings Shapes (Activity 4, Feeling)	Add group shapes if there is time.
10	The Anger Formula (Activity 26, Anger Management). Introduce concept of “I statements” for safe expression of feelings.	Go over first level only. Do some practice scenarios.
LESSON FOUR – Feelings/Anger Management		
15-20	Feeling Approaches (Activity 7, Feeling)	
10-15	Review “I statements” (Activity 26, Anger Management). Ask students to use them. Remind students to use self-settling to stay calm enough to use “I statements.”	Go over all three levels. Supplement with How to Show Anger Safely and Mad Safely Formula Worksheets. Challenge class to use “I statements” and the Mad Safely Formula. Keep track of progress.
10-15	Making Waves (Activity 18, Empathy)	Send home Expressing Feelings Letter.

Managing Anger & Building Empathy Unit Lesson Plans (continued)

LESSON FIVE – Empathy

TIME	ACTIVITY	NOTES
5-10	We All Stop Together (Activity 8, Empathy)	
10-15	Matching Intensity (Activity 9, Empathy)	
10-15	Who is the Mirror? (Activity 10, Empathy)	While in the stretch cloth, talk about understanding how others feel and making fair choices.
10-15	Making Waves (Activity 18, Empathy)	

LESSON SIX – Empathy (continued)

10-15	Paired Pushing (Activity 13, Empathy)	
10	Group Pushing (Activity 15, Empathy)	
5-10	Seesaw (Activity 21, Empathy)	
15	Follow the Stretch Cloth Leader (Activity 19, Empathy)	

LESSON SEVEN – Empathy (continued)

5-10	Circular Pushing (Activity 14, Empathy)	
10-15	Group Mirroring (Activity 11, Empathy)	
15-20	Showing That You Care (Activity 22, Empathy)	Supplement with Empathy Worksheet. Send Building Empathy letter home.

LESSON EIGHT – Anger Management

10	Warm up with energy modulation, starting with wild movements and ending with calm ones.	Movement review of 4 B's, abdominal breathing, etc.
10-15	Anger Cues (Activity 23, Anger Management)	Supplement with What Makes Me Mad and What Are Your Anger Signs? worksheets.
10-15	Connecting Self-Settling to Anger Control (Activity 24, Anger Management). The goal is to help children catch themselves getting mad so they can calm down easier.	Discuss whether the children would really use self-settling when they are getting tense. How would they remember to do it? What are their body cues of anger?
5-10	Making Waves (Activity 18, Empathy)	

Continued

Managing Anger & Building Empathy Unit Lesson Plans (continued)

LESSON NINE – Anger Management (continued)		
TIME	ACTIVITY	NOTES
10-15	Group Rhythm (Activity 12, Empathy)	
5-10	Anger Formula (Activity 26, Anger Management)	Review How to Show Anger Safely and Mad Safely Formula Worksheets.
15-20	Mad Role-Plays (Activity 27, Anger Management)	Supplement with How to Cool Down Burning Hot Anger Worksheet.
5-10	Stretch Cloth fun (any fun activity from book or that the class makes up).	Give class the No Fighting Challenge, use Teacher Tally Sheet to keep track of progress.
LESSON TEN – Empowerment		
10-15	I Didn't Get My Way (Activity 28A, Empowerment)	
10-15	Discuss positive problem solving strategies as a way to manage anger.	Go over Positive Problem Solving handout, review Pro-Active Strategies, supplement with Positive Self-Talk Worksheets.
5-10	Practicing Self-Settling with Anger (Activity 25, Anger Management)	You will only have time for the structured practice today.
15	I Didn't Get My Way (Activity 28B, Empowerment)	Challenge children to be positive problem solvers. Send home Anger Management letter.
LESSON ELEVEN – Empowerment (continued)		
10-15	Practicing Self-Settling with Anger (Activity 25, Anger Management). Continue from last session. Try both structured and unstructured.	Challenge students to use this outside the sessions and keep track of progress. Use the Positive Problem Solving Challenge Tally Sheet.
15-25	I Can Be Mad Safely (Activity 29, Empowerment)	Review anger and empowerment worksheets already done and finish any not done before doing activity.
5-10	Making Waves or We All Stop Together	Need to unify group after dealing with so much frustration.
LESSON TWELVE – Integration		
45	Animal Babies (Activity 17, Empathy). Stretch sacks are optional.	

These lesson plans are only suggestions. Decide what activities to do based on how the class is responding. Sometimes only one or two weeks are spent on feeling identification and more time is spent on anger management and empowerment. Empathy activities are frequently sprinkled throughout the entire curriculum, saving one or two activities in addition to How You Show You Care for this unit. If you want to follow these plans but do not have enough time for all of them, you could eliminate week three and six and still cover all the important concepts.

Anger Management & Building Empathy / Cross-Reference Chart

ACTIVITY	pg. #	Grade Level	Space	People	Time	Issues
Expressing & Interpreting Feelings Accurately						
Guessing Game (Basic Emotions)	154	K - 5	S, M, L	P, S, C	15	AS=Attention Span SE=Self Awareness BI=Body Image TT=Turn Taking SS=Social Skills E=Empathy
What Is My Body Showing?	155	K - A	S, M, L	P, S, C	10-15	AM=Anger Management IC=Impulse Control SA=Spacial Awareness VF=Verbalize Feelings CR=Conflict Resolution FT=Frustration Tolerance
Moving Our Feelings	156	P - 4	M, L	P, S, C	10-15	
Feeling Shapes (Individual & Group)	162	1 - 4	S, M, L	P, S, C	10-15	
Multiple Feelings (Double Dip Feelings)	164	2 - 6	M, L	P, S, C	10-15	
Feeling Approaches	167	K - 4	M, L	P, S, C	15-20	
Building Empathy & Attunement						
Scanning/We All Stop Together	169	K - A	M, L	S, C	10-15	
Matching Intensity (Hand Tension)	170	1 - A	S, M, L	P, S, C	10-15	
Who is the Mirror?	171	K - A	M, L	P, S, C	10-15	
Group Mirroring	172	1 - A	M, L	S, C	10-20	
Group Rhythm	173	1 - A	M, L	S, C	15	
Paired Pushing	174	1 - A	L	P, S, C	15	
Circular Pushing	176	2 - A	M, L	P, S, C	10-15	
Group Pushing	177	2 - A	S, M, L	S, C	10-15	
Group Sculptures	178	2 - 6; A	M, L	S, C	15-20	
Animal Babies	179	1 - A	L	P, S, C	30-45	
Waves (2 part movement ripples)	182	K - 5	S, M, L	S, C	15-20	
Follow the Stretch Cloth Leader	183	K - 5	M, L	S, C	15-20	
Giving Weight to Stretch Cloth	184	K - A	M, L	S, C	10-20	
Seesaw	186	2 - A	M, L	P, S, C	10-20	
Showing That You Care	187	K - 5	M, L	P, S, C	30	
Anger Management						
Anger Cues	192	K - A	S, M, L	P, S, C	15	
Self-Settling & Anger Control	195	K - 5	S, M, L	P, S, C	10-15	
The Anger Formula	197	K - A	S, M, L	P, S, C	10-30	
Mad Role-Plays	202	K - A	M, L	P, S, C	15-30	
Positive Problem Solving & Empowerment						
I Didn't Get My Way	206	K - 5	M, L	P, S, C	10-20	
I Can Be Mad Safely	212	K - 5	M, L	P, S, C	10-30	

Anger Management & Building Empathy / Cross-Reference Chart (page 2)

ACTIVITY	pg. #	Modality	Type of Mvmt	Energy	Teaching Method	Props
Expressing & Interpreting Feelings Accurately						
Guessing Game (Basic Emotions)	154	C, F, T	G	L, M	M, D, W	D
What Is My Body Showing?	155	C, F, T	FBP	L, M	M, D, W	D
Moving Our Feelings	156	C, F, T	T	M, H	M, D, W	D
Feeling Shapes (Individual & Group)	162	C, F, T	FBP, T	L, M, H	M, D	
Multiple Feelings (Double Dip Feelings)	164	C, F, T	FBP, T	M, H	M, D, W	D
Feeling Approaches	167	C, F, T	T	M, H	M, D	
Building Empathy & Attunement						
Scanning/We All Stop Together	169	C, F, T	T	M	M, D	M
Matching Intensity (Hand Tension)	170	C, F, T	G	L, M, H	M, D	
Paired Mirroring Activities	171	C, F, T	G, FBP, T	L, M	M, D	
Group Mirroring	172	C, F, T	G, FBP, T	M	M, D	
Group Rhythm	173	C, F, T	T	L, M, H	M, D	
Paired Pushing	174	C, F, T	T	M, H	M, D	
Circular Pushing	176	C, F, T	FBP, T	M, H	M, D	
Group Pushing	177	C, F, T	FBP	M, H	M, D	
Group Sculptures	178	C, F, T	FBP, T	M	M, D	
Animal Babies	179	C, F, T	T	L, M, H	M, D	M, SC
Waves (2 part movement ripples)	182	C, F, T	FBP	L, M	M, D	
Follow the Stretch Cloth Leader	183	C, T	FBP	L, M	M, D	SC
Giving Weight to Stretch Cloth	184	C, T	FBP	L, M	M, D	SC
Seesaw	186	C, F, T	FBP	M	M, D	
Showing That You Care	187	C, F, T	G, FBP, T	L, M, H	M, D, W	
Anger Management						
Anger Cues	192	C, F, T	FBP	M, H	M, D, W, H	D
Self-Settling & Anger Control	195	C, F, T	FBP	M, H	M, D, W, H	D
The Anger Formula	197	C, F, T	G	M, H	M, D, W, H	D
Mad Role-Plays	202	C, F, T	G, FBP, T	M, H	M, D, W, H	D
Positive Problem Solving & Empowerment						
I Didn't Get My Way	206	C, F, T	FBP, T	M	M, D	
I Can Be Mad Safely	212	C, F, T	FBP	M	M, D, W, H, C	

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Additional Issues

Guns & Other Weapons, Alienation, Prejudice, Media, & Cultural Influences

This chapter includes three sections: developing the ability to resist the pressure to resort to violence and the use of weapons; decreasing alienation; and decreasing prejudice. There is also a brief look at the role of cultural influence on maintaining violence and fear in our society. A summary of what is covered in each section follows.



Resisting Peer Pressure: Developing an Ability to Resist the Pressure to Resort to Violence and the Use of Weapons

- › Experience a number of strategies for resisting pressure.
- › Gain an understanding of some of the feelings involved with these approaches.
- › Experience the strength needed to resist pressure effectively.
- › Experience inner strength on a physical level.
- › Connect physical strength to inner emotional strength.
- › Develop a safety plan for dealing with a weapon at someone's house.
- › Connect resisting peer pressure to use drugs or alcohol with resisting the pressure to use violence and weapons.



Decreasing Alienation: Skills for Dealing with Isolation and Alienation

- › Experience how it feels to stand alone, to be apart from the group.
- › Learn a repertoire of positive activities that can be done alone and connect positive feelings with these activities.
- › Learn strategies for joining groups of children.
- › Explore what it feels like to be turned down by the group.
- › Build awareness of and empathy for the person in the role of the joiner or outsider.
- › Develop strategies to cope with being excluded (e.g., finding another group to join, playing alone, asking a teacher to help you become included in a group).
- › Learn how to respectfully assert your right to play with a specific group of friends without making others feel rejected.
- › Discuss how to cope with the feeling of loneliness.



Decreasing Prejudice: Dealing with Prejudice

- › Share experiences of prejudice and the feelings that it evokes.
- › Explore ways to reach out to others who are different.
- › Explore the connection between prejudice and isolation and between isolation and violence.
- › Develop respect and understanding of cultural and racial heritages.
- › Explore the fear that can accompany reaching out to people who are different.
- › Explore the joy and energy that can develop from acceptance and friendship with others.
- › Develop an appreciation of our differences as well as the commonalities that unite us.
- › Emphasize the responsibility of each individual to take a role in making our society a safe place where people do not experience isolation and prejudice.

The Role of Cultural Influences on Violence in Our Society

- › Explore the role of television and video games on our attitudes toward violence.
- › Explore media, such as magazines and newspapers, and their role in glorifying violence.

Additional Issues Activity and Handout List



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Resisting Peer Pressure: Developing an Ability to Resist the Pressure to Resort to Violence and the Use of Weapons

Purpose:

- › Help children feel how hard it is to resist pressure.
- › Experience a number of strategies for resisting and understand some of the feelings involved with each approach.
- › Help children experience their inner strength on a physical level.
- › Help children connect their physical strength to an inner emotional strength.
- › Help children become comfortable with standing up for their own beliefs.
- › Explore what it feels like to stand alone or to express opinions different from their friends.
- › Relate resistance to temptation to resisting violence and weapons.
- › Develop a safety plan for dealing with weapons at someone's house.

Discussion Topics:

- › What are ways to resist peer pressure?
- › How does it feel to stand alone, apart from the group?
- › What can you do to tolerate the lonely feelings that may develop?
- › How does it feel to be the only one choosing something?
- › How do you think others feel when you choose something different from them?
- › How can we accept people who have different beliefs or preferences than ours?
- › How does this respect and acceptance of each other relate to ending violence?
- › Are there differences in beliefs that you would not accept? How would you handle this?
- › Have a discussion about resisting peer pressure, relating it specifically to guns, other weapons, and violence. Children need to discuss the topic of guns, their potential dangers, and the need to resist them concretely using real life situations and consequences as examples.



Activity 1, Resisting Peer Pressure: Resisting the Pull

Overview: Children practice resisting the pulling of the stretch cloth that everyone around them is doing. Their task is to not be influenced by the pressure of the cloth, to not get pushed around. This activity is a supplement to Activity 11, Grounding While Standing in a Stretch Cloth, from Chapter Three. The resisting children can stand together at first, but then they should stand separately as they might if they had to take a stand against a group pressuring them to steal, take a dare, etc. The group discusses strategies and feelings concerning resistance.

Time needed: 15 -30 min.

Ages: 1st grade - Adult

Space needed: Medium - Large (enough for the whole class to fit in the stretch cloth and lean back together)

Props: Stretch Cloth

Purpose:

- Help children experience how difficult it is to resist pressure
 - Learn a number of strategies for resisting and understand some of the feelings involved with each approach
 - Help children experience their inner strength on a physical level
 - Help children connect their physical strength to an inner emotional strength
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Discussion Topics:

- › What are some ways to resist peer pressure?
- › How does it feel to stand alone, apart from the group?
- › What can you do to tolerate the lonely feelings that may develop?
- › What inner skills do you have to draw from, such as ignoring others' taunting and pleading, self-settling, positive self-talk, asserting oneself, or reaching out to others by using social joining skills.

Activity Description:

- › Make sure the group has already had experience using the stretch cloth for leaning together, rocking, and gentle pulling activities (see Chapter Three, Activity 11).
- › Ask the children if they think they could resist the pressure of the class trying to get them to move.
- › Start by having two children stand next to each other with the task of not getting pushed around by the stretch cloth. The two children may stand close to each other without touching or may link arms to provide additional support. The rest of the class has their elbows outside the cloth with their hands holding onto the top of the cloth while gently pulling in different ways.
- › The resisting children can move one foot to maintain their balance if they need to or may bend in different ways. The main rule is that they cannot let the cloth push them around. The children who are pulling may adjust the strength of the pull at the teacher's discretion; however, they are not to pull full force or to travel in space while pulling. **Warning:** You must set clear limits on how hard the rest of the class may pull so that everyone remains safe.
- › After the first two children resist for a short time, discuss how it felt and what strategy they used. Then pick two children from each quarter of the circle. In other words, you have eight children resisting at a time. You must have children pulling on both sides of the resisting pair.
- › After each cycle of resisting, discuss how it felt and what strategies were used.

- › After everyone has a turn to resist, try to elicit other possible ways to resist getting influenced. Strategies might include:
 - Moving to the center of the circle and sitting down
 - Slipping outside of the cloth and sitting or standing away from the circle
 - Bending in certain shapes that help give strength and balance
 - Calling to others in the circle to join in the resistance
 - Forming a new small group and trying something different
- › You can have everyone try one or more of the above strategies so they can feel what it takes to leave a group and stand on their own or to remain in the group tense but assertive and strong. Discuss how the different strategies feel.
- › Discuss the emotional connection to the different choices and how this relates to different peer pressure situations.
- › Develop a list of different peer pressure situations the children encounter.
- › Develop a list of strategies to resist this pressure. Include leaving the group, saying no firmly, changing the subject to something appropriate to do, presenting possible consequences, and suggesting something different. Get ideas from students and review pro-active strategies from Chapter Five.
- › Use the idea of having to leave the group to stimulate a discussion about how it feels to stand alone, apart from the group.
- › Discuss the inner strengths needed to resist peer pressure, such as ignore taunting and pleading, self-settling, positive self-talk, asserting oneself, reaching out to others by using social joining skills, etc.
- › Discuss what happens when people stand alone and what they can do to tolerate the lonely feelings that might develop.

Activity 2, Resisting Peer Pressure: Taking A Stand

Overview: Children practice making a choice and standing up for their beliefs by moving to places in the room representing specific viewpoints.

Time needed: 10 - 20 min.	Ages: 2nd grade - Adult	Space needed: Small
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Props:

- Paper, tape, markers
- List of questions prepared ahead of time
- Stretch cloth

Purpose:

- Help children become comfortable with standing up for their beliefs
- Explore what it feels like to stand alone or to express opinions different from your friends

Discussion Topics:

- › How does it feel to be the only one choosing something?
- › How do you think others feel when you choose something different from them?
- › How can we accept people who have different beliefs or preferences than ours?
- › How does this respect and acceptance of each other relate to ending violence?
- › Are there differences you would not accept? How would handle this?

Activity Description:

- › Develop a list of statements that all have the same three possible responses: agree, disagree, or not sure. The first few should be easy, such as dogs make good pets or sugared cereal makes just as good a breakfast as non-sugared cereal. The next several questions should have to do with values. For example, public schools should require school uniforms or children should not watch more than one hour of television a day. Include statements about violence and video games and relate some to topics your class is studying. The statements need to correlate to the developmental level of your students.
- › On one sheet of paper write out AGREE; on another, DISAGREE; and, on the last one, NOT SURE. (With older students, you can have "agree somewhat" and "disagree somewhat" as additional choices.)
- › Tape these sheets to three different spots in the room.
- › Gather the children together. Read a statement and have the children move to the sign that best represents how they feel about it.
- › Ask a few children to share why they feel that way.
- › Read another statement and again have them move to the sign which best represents their point of view. Again, briefly discuss reasons.
- › Ask students how it feels to see their friends at different signs. Ask them if they tend to go to a sign where their friends are instead of following their own feelings.
- › Try having only two or three students at a time move to a sign while everyone else observes. This sometimes brings up the issue of being alone under a sign. Discuss how it feels to stand alone for what you believe in.



Note to Parents: Parents can help their children learn to resist peer pressure at home by doing similar value clarification exercises with their children. It is very helpful for children to see their parents express their own values and discuss examples, such as taking a stand at work. It is not enough to tell your child to “just say no.” Discuss what happens when they disagree with their friends. Ask them questions about the pressures they feel. The book *Ten Talks Parents Must Have with their Children About Violence* by Dominic Cappello (2000) contains scripts to help parents explore this difficult issue. *The Pocket Prompters Series: If Anybody Asks Me..., What Would It Be Like...?* and *Are You More Like...?* published by Wood ‘N’ Barnes Publishing and *The Kids Book of Questions* by Gregory Stock (1988) can help parents with ideas for value questions. Controlling violence and unsafe gun use is going to take more than skills taught at schools. Families must also work to help their children generalize pro-active, assertive, safe behaviors.

Additionally, it is important to bear in mind that when children resist peer pressure they may become isolated or alienated from the mainstream. If there is no group to join with similar ideas, children can be in for a very lonely period.



Activity 3, Resisting Peer Pressure: Resisting Temptation to Handle or Use Weapons or Violence

Overview: Review ignoring activities from Chapter Four. Repeat Activity 4: Ignoring Temptation. This time include discussion about weapons and peer pressure.

Time needed: 30 min.	Ages: 1st - 8th grade	Space needed: Medium	Props: Bubbles, candy
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Purpose:

- Relating resistance to temptation to resisting violence and weapons
- Develop a safety plan for dealing with weapons at someone's house

Discussion Topics:

- › Discuss peer pressure and how it relates to guns, weapons, and violence. How does peer pressure relate to everyday things like cheating, lying, and stealing?
- › Discuss how using self-settling, anger management, self-talk, positive problem solving, etc. can help us resist better.
- › Following the activity, come up with a safety plan for dealing with weapons.
- › Make up a list of things the children can do to keep from being violent.

Activity Description:

- › Discuss resisting peer pressure, relating it specifically to guns, other weapons, and violence. Resisting the impulse to resort to violence is related to incidents of school shootings, but so are the daily incidents of aggression that happen all around us. Integrating self-settling, anger management, positive problem solving, self-talk, pro-active interventions, and ignoring strategies to keep ourselves from resorting to violence should be part of the discussion.
- › Repeat the Resisting Temptation Activity, Chapter Four in which the children resist the temptation to pop the bubbles blowing around them.
- › Repeat the Don't Laugh Activity, Chapter Four if ignoring strategies are not well integrated.
- › During the discussion following the activities, come up with a safety plan for dealing with weapons. Children need to discuss the topic of guns, their potential dangers, and the need to resist them concretely with real life situations and consequences as examples. This does not mean overwhelming a child with horror stories. Ask the children to bring up fears and concerns about weapons. Discuss these concerns and develop a set of safety rules. Try to elicit these rules from the children, but make sure the following are included.

Safety Rule should include:

- If you see a gun or weapon at someone's house, leave immediately. However, if you cannot reach your parent by phone, you may have to stay there.
- If you have to stay there, go to a room away from the weapon. If someone is walking around with the weapon, you may want to leave the house, go to a store, and call for help from there. It's all right to call 911 if another child or adult is brandishing a weapon in your presence and if you can do so safely without alerting or agitating the person with the weapon.
- If you hear someone talking about carrying a gun or weapon at school, consider it an emergency and tell a teacher immediately.
- If someone tries to get you to hold a gun or knife for him/her, firmly refuse and then tell an adult. If you think you will be in danger if you refuse, take it and, when s/he leaves get an adult.
- › Next, have each child make a list of what s/he can do to keep from being violent.



Resisting Peer Pressure Activity 4: Prolonged Resistance

Overview: Children are challenged to ignore a favorite treat placed on their desk all day long.

Discussion follows comparing resisting for five minutes in the Bubbles or Don't Laugh Activities with the prolonged resistance of not eating their treat the entire day.

Time needed: 30 min. (plus a short period of time at the beginning of one or more days to set up the activity)

Space needed: Medium	Ages: 1st - 8th grade
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Props: Each child's favorite treat or a generic favorite treat of the class is either brought by the child or purchased by the teacher (variation: a fancy Koosh ball for each child).

Purpose:

- Practice and experience prolonged resisting
 - Improve attention span
 - Feel one's own power to resist
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Discussion Topics:

- › After the activity, discuss what strategies the children used to resist. Discuss how it felt and what worked best for each child.

Activity Discription:

- › Have each child name his/her favorite type of treat to eat, something that would be the hardest for them to resist eating. Either have them each bring some of that treat to school or purchase it for them. (If funds are limited, purchase a more generic treat that most of the children in the class would love.)
- › At the beginning of a school day, place each child's treat on the corner of his/her desk.
- › Children are instructed not to eat, touch, or look at the treat all day long.
- › During the last hour of the school day, discuss what this was like for the children. Discuss the similarity with on-going peer pressure. Have them share what strategies they used to keep resisting. Look for responses such as self-talk, turning their minds to other things, looking away from the treat, etc.
- › Depending on the age of the children and the intensity of negative peer pressure within your group, decide whether to let the children eat the treat that day or continue resisting the next day or all week.
- › A variation would be to have a tactilely appealing object on their desk, such as a fancy Koosh ball, that they cannot touch or play with.
- › If children do touch it, then how do they get themselves back on track, refocused, and ready to start over?



Decreasing Alienation: Skills for Dealing with Isolation and Alienation

Purpose:

- › Help children gain pro-active social skills for avoiding or coping with loneliness.
- › Help children build empathy for the role of the joiner or outsider.
- › Learn and practice strategies for coping with being excluded.
- › Establish a caring atmosphere in the classroom.
- › Help students become aware of the signs of isolation and loneliness in others and realize their role in reaching out to them.
- › Help each person develop a repertoire of activities to do while alone.
- › Help them view being alone for periods of time as a positive option.

Discussion Topics:

- › What does it feel like to be turned down by a group?
- › What options are available for dealing with that situation (e.g., finding another group to join, playing alone, asking a teacher to help you become included)?
- › What if you are part of a group and you do not want anyone else to join? How do you protect your boundaries or your right to establish a closed group in a respectful manner?
- › Discuss how it feels to be left out. Ask children to share their experiences. Talk about how it feels to reach out to others.
- › What are things you can do about being left out? What do you think would work for you?
- › How can scanning techniques be used for identifying isolated or unhappy members of the community?
- › How does it feel to be alone? Why do people in general have a negative feeling about being alone?
- › Brainstorm about things that can be done alone.



Activity 5, Decreasing Alienation: Joining the Group

Overview: Children are taught four steps for joining a group which they then practice in small groups. Children rehearse being accepted into the group, having to wait before joining, and being turned down.

Time needed: 30 min. (plus a short period of time at the beginning of one or more days to set up the activity)

Space needed: Medium

Ages: 1st - 8th grade

Props: A treat for each child

Purpose:

- Help children gain pro-active social skills for avoiding or coping with loneliness
 - Help children build empathy for the role of the joiner or outsider
-

Discussion Topics:

- › What does it feel like to be turned down by the group?
- › What options are available for dealing with that situation (e.g., finding another group to join, playing alone, asking a teacher to help you become included?)
- › What if you are part of a group and you do not want anyone else to join? How do you protect your boundaries or your right to establish a closed group in a respectful manner?

Activity Description:

- › Teach the following four steps of joining a group and practice role-playing them.
 - Observe the group you want to join to see what they are doing.
 - Come spatially close to the group so you are next to them but have not invaded their space, and join the level of the group (sit if they are sitting, stand if they are standing).
 - Make observational comments about what they are doing: "That's a neat trick on the monkey bars," or "I see you are playing four square," and/or ask some questions about what's going on: "Who is winning?"
 - Wait for a pause in the action or conversation and ask if you can join in.
- › Before beginning the activity, have the group agree on rules against disrespect or rudeness. Discuss the variety of responses the group might have such as acceptance ("sure"), needing to wait ("when this round is done"), or rejection ("Sorry, we can't play with more players than we already have"). Discuss how each response would feel and what option the would-be joiner has. Discuss how a group can turn someone down in a respectful way.
- › Divide the class into groups of four and have each person take a turn in the role of joiner. If there is time, have each person try to handle different reactions from the group.
- › Include in discussions the right of a group of friends to want to play on their own sometimes. How do they respectfully do this without hurting anyone's feelings, and how do they make sure they are not exclusionary too often?



Activity 6, Decreasing Alienation: Being Outside a Group

Overview: The class participates in an activity while one student has to sit out and watch. If everyone is in the cloth, the rejected person will only be able to see outlines and shadows. What can that person do with their feelings of being isolated? Options include trying to enter the group using different techniques, calling to someone in the group to join them on the outside, initiating a new activity, or doing something independently.

Time needed: 20 - 40 min.	Ages: 2nd - 8th grade	Space needed: Medium	Props: Stretch Cloth
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Purpose: To learn and practice strategies for coping with being excluded

Discussion Topics:

- › How does it feel to be left out?
- › What are things you can do about being left out?
- › How do others feel when you leave them out?

Activity Description:

- › Pick a game you can play inside the stretch cloth. Have a child sit outside the cloth. (As an alternative, pick up to four children—one outside each quarter of the circle. More children will get a turn, but they must pretend they don't know about each other's existence so they can experiment with being alone. In another variation, they would be aware of each other and attempt to join each other as a way to cope.)
- › The child or children outside the stretch cloth choose a strategy. They might decide to try joining the group, become an observer, or do something on their own. They might try inviting other people to join them in an activity. The goal is for each child to develop a repertoire of positive responses to being excluded from a group. Many children forget that they can have fun alone for a period of time.
- › Make sure students have the option to decline the role of being outside the cloth. Students can learn a great deal by watching others try this even if they are not ready to do it themselves.
- › Discuss how isolation and alienation relate to violence. Guide the discussion toward the building of empathy to excluded individuals. Include the following points:
 - Ask how the students in the group think the person outside feels. What are some things they could do to make sure no one is excluded?
 - Point out that some of the worst school violence has been from those who were rejected over and over again and who finally could not stand it any more.
 - Remind students how hard it can be if one person has a different sense of timing or energy than everyone else. Sometimes, it is important to try to join that person's way of being and other times to expect that person to bend to the needs of the group. How can the group make sure everyone feels accepted for who s/he is.
 - The role of the witness is crucial to stopping bullying. In the same way the role of the witnesses of exclusion (which is a form of bullying) are crucial in dealing with isolation.
 - The witnesses, however, have the right to respectfully protect themselves if they include someone who subsequently acts aggressive or tries to take over. They can set limits (e.g., if you keep grabbing the ball you cannot play with us). They should give this child another chance at a later time. Remind students of positive problem-solving strategies and proactive interventions that can also be used to help diffuse a tense interaction.



Activity 7, Decreasing Alienation: Becoming Aware of Isolation

Overview: A few children at a time are secretly assigned the role of acting lonely. The other children must try to tell who you picked and find ways to show that they care.

Time needed: 20 - 30 minutes for initial activity; 10 -15 minutes for on-going activities

Space needed: Small

Ages: 2nd - 5th grade

Purpose:

- Establish a caring atmosphere in the classroom
 - Help students become aware of the signs of isolation and loneliness in others and realize their role in reaching out to them
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Discussion Topics:

- › How can scanning techniques be used for identifying isolated or unhappy members of the community?
- › Have several discussions about how it feels to be left out. Ask children to share their experiences and also talk about how it feels to reach out to others.
- › After doing this activity a few times, have a discussion to see if feelings of being left out have decreased in the class. See if the established rituals you have set up are helping.

Activity Description:

- › Review the scanning activities in Chapter Four by doing one or two of them briefly.
- › Discuss how scanning can also be used for identifying isolated or unhappy members of the community.
- › The timing of this activity is a little bit like Ignoring Activity 3: Breaking the Rules in Chapter Four. It takes place within the context of other activities over a period of time.
- › Secretly assign a few children the role of acting as if they are lonely. Pick an activity for the children to do. It can be any activity from the curriculum. Tell the children that while they do the activity they are to watch to make sure everyone feels accepted or included.
- › When the activity is finished, ask the children if they noticed anyone feeling left out. Try to elicit what cues allowed them to notice isolated classmates.
- › Now tell the class that throughout the day you are going to secretly assign a few more students to act lonely. This time when the children sense which children are feeling isolated, they are to use the skills from Empathy Activity 15: Showing that You Care in Chapter Six to try to include them.
- › Since most of the children will want a turn to act as if they are feeling isolated, this activity can be done over several days. On some days, let the class know that you will be doing the activity but also try it without letting them know. In this way, whenever someone notices someone else feeling bad they will get in the habit of reaching out.
- › Have several discussions during which children share experiences of really feeling left out and also talk about how it feels to reach out to others.
- › Establish a ritual of feeling check-ins to make sure no one is feeling isolated or upset. Suggest that students write care-o-grams (friendly notes) to other students who they feel might need a boost.



Activity 8, Decreasing Alienation: What Do I Like to Do When I am Alone?

Overview: As a group, develop a list of activities that can be done alone. Have each child then make an individual list from the class list and possibly illustrate three to five activities that would be enjoyable.

Time needed: 15 - 30 minutes initially, 15 - 30 minutes two or three more times to discuss on-going activity

Space needed: Small

Ages: K - Adults

Props: Paper, pencils, markers

Purpose:

- Help each person develop a repertoire of activities to do while alone
- Help students view being alone for periods of time as a positive option

Discussion Topics:

- › Discuss the feelings students have about being alone. Why do people in general have negative feelings about being alone?
- › Brainstorm things that can be done alone. Divide the list into things that could be done while sitting and quiet, things that can be done indoors while standing, and active things that can be done outdoors.

Activity Description:

- › Remind students of what it feels like to be excluded. Discuss that many people feel negative about being alone. While it is hard to be alone when others will not include you, turning the situation around and finding something positive to do is a way to handle the situation.
- › Have the students brainstorm and develop a list of activities that can be done alone. Divide the list into three categories. The first category should consist of activities that could be done sitting, such as drawing, beading, reading, coloring, clay, or jacks (other than TV, computer or video games). The second category should include things that could be done standing but indoors, such as cooking, cleaning, jumping rope, playing with a pet, etc. The third category should be things to do outside, such as bike riding, shooting baskets, walking, gardening, etc.
- › Then have each student pick items that s/he would enjoy doing and make an individual list. Pictures can illustrate the list.
- › Challenge the children to try one item from the list each day and keep a list of what they have done. Periodically through the next two weeks have a sharing discussion about their attempts at being content alone. Include discussions about how being alone feels, both good and bad aspects. See if there are more activities the children want to add to their lists.
- › Discuss how utilizing these activities can alleviate some of the feelings of being lonely.



Note to Parents: These activities are easily adapted to the home setting. Instead of a stretch cloth for a barrier to simulate isolation, you can set up a barrier of couch cushions or drape a cloth over several chairs. Be sure to mention sibling relationships as well as friendships during your discussion. Explore how a younger sibling may feel hurt and left out when told by an older sibling to go away. Help to set boundaries by letting the older sibling know when it is acceptable to say “no” to the younger sibling joining an activity. Set guidelines for when the children can practice solitary activities. There can be a fine line between learning to enjoy solitude and using solitude as an avoidance strategy. If your child is spending large amounts of time alone, chatting excessively on the internet instead of socializing with friends, or sleeping during most of their free time, check in with them and find out if their alone time is recuperative or indicative of a problem, such as depression. By balancing family time, time with friends, and time alone, a child can practice both socialization and solitude skills.



Decreasing Prejudice: Dealing with Prejudice

Purpose:

- › Encourage openness to differences among people.
- › Gain an understanding of how all parties in a diverse group might feel.
- › Practice joining different groups.
- › Increase understanding of others and decrease prejudice.
- › Discover differences and similarities with others.
- › Learn how accepting others can lead to friendship or at least good feelings.
- › Increase empathy toward others.
- › Increase understanding of other cultures.

Discussion Topics:

- › The fear that people have of the unknown is common. How do we keep ourselves safe without cutting off the unknown? How does this relate to prejudice, both racial and of people with different needs?
- › Discuss how we decide if others are friendly or not. How should we approach them?
- › How does it feel to be approached by strangers? How does it feel to approach someone or something strange or unknown to you? When you see others being approached by or approaching a stranger, what do you notice?
- › Discuss how it feels to move with someone you don't know well. How does this relate to prejudice?
- › Were there any similarities in the type of movements, any familiarity?
- › Discuss stories from other cultures. Discuss how we can better understand and respect people of other cultures.



Activity 9, Decreasing Prejudice: Aliens

Overview: The stretch cloth becomes a space ship. Children take off in it and fly to a distant planet. There they encounter aliens (students and adults picked ahead of time). The children must figure out how to know if the aliens are friendly and how to let the aliens know that they are friendly.

Time needed: 45 - 60 min.	Ages: 1st - 5th grade	Space needed: Large
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Props:

- Stretch cloth to be used as the space ship (optional)
- Stretch sacks to be used as alien skin (optional)

Purpose:

- Encourage openness to differences among people
- Gain an understanding of how all parties in a diverse group might feel
- Practice joining different groups
- Increase understanding of others and decrease prejudice

Very exciting activity. Needs lots of calming times, but very powerful, even for young children, to learn how it feels to be different and to increase openness to others.

Discussion Topics:

- › Discussion is very important and should take place after each run through of the activity.
- › Discuss how to tell whether or not the aliens are friendly and how to approach them.
- › Discuss how each of the three roles—aliens, observers, and astronauts—felt to the children. How did it feel to be approached by strangers on one's own planet? How did the astronauts feel approaching strange creatures? What did the observers notice?
- › The fear that people have of the unknown is common. How do we keep ourselves safe without cutting off the unknown?
- › How does this relate to prejudice both racial and of people with different needs?

Activity Description:

- › Have the class count off by threes. Plan to repeat the activity three times since there are three roles (aliens, astronauts, and observers) and everyone will want a turn as an alien. It can be done on three different days if necessary.
- › Designate a corner of the room as the planet you will visit. If you have mats, use them as the planet. If you have stretch sacks, a wonderful way to differentiate the aliens from the astronauts is for the aliens to be in the stretch sacks. (You do not need stretch sacks for this activity; however, it simply adds a different flavor. You can use different colored scarves instead. You do not have to use any prop for the aliens; just let their movement speak for itself.) If you have mats or carpet, the aliens can stand in the stretch sacks without safety worries. If you have more than one adult helping, have one of them be an alien too.
- › Have the aliens occupy their planet and instruct them to create some “alien” movements that they can remember and repeat. These movement phrases do not have to be the same for everyone. The aliens, however, are a group that lives together on the same planet.
- › The rest of the class stands in a circle holding on to one edge of the stretch cloth. Everyone pulls back the cloth and squats while still holding on. The cloth is now the space ship. With younger children, you can include pretending to fuel and check over the spaceship before

take-off. Count backwards. Zero is blast-off. Everyone stands leaning back and holding on. It is easier to control the ship from outside of the cloth. When a class has done this a few times, you can try having them stand inside with the cloth at everyone's back.

- › Travel around in space by turning the ship in a circle while pulling towards the direction you want to go. Discuss what you see in space, such as meteors, etc., while continuing to keep the stretch cloth pulled back. When you get to the alien planet, land and observe it without leaving the space ship.
- › The aliens should make themselves visible and should do whatever alien movements they chose above.
- › Discuss how to tell whether the aliens are friendly or not and how to approach them. (The aliens do not understand English, and the astronauts do not understand their language.) Observations might include noticing if the aliens are getting along or cooperating with each other, have playful movements, are grooming, etc.
- › There are several steps the astronauts need to take in approaching the aliens. The first is to observe them from the space ship. After leaving the space ship, they should observe them from a safe distance. Then they should gradually approach the aliens if they think it is safe. When they are quite close to the aliens, they should try to join them by mirroring the aliens' movements.
- › If the aliens accept the imitation, the astronauts can introduce a few movements of their own, ones that seem friendly. The astronauts' job is to communicate that they are friendly and to find out what they can about the aliens. It takes some sensitivity to figure out what to do. Some of the aliens may touch the astronauts' hair, for example, or get very close. How do the astronauts handle this?
- › Discussions generated by this activity are often very interesting. Be sure to ask children in each of the three roles how they felt and what they saw. Frequently, both aliens and astronauts express being afraid when the other approaches. Each one wants to be in control of the approach.
- › Link this activity to prejudice. Discuss the normal reaction people have to seeing something or someone different from themselves. Most people react with fear and avoidance at first. Talk about the observations from a distance, the slow approaching, and the willingness to learn about the other person. Observing, asking, and discussing differences are all important in creating understanding.
- › The key to dealing with prejudice is to learn to respect differences and to find commonalities that draw everyone together. Talk about the experience with the aliens and astronauts and allow that to lead into a discussion about prejudice children may have experienced.
- › Have a discussion before switching roles.

Variations on the Alien Theme:

Role-play allows issues of prejudice to surface that might otherwise be too touchy to talk about. Adding fantasy to the role-play makes it more exciting; the children tend to pay more attention as a group. Other fantasy trips might include a boat ride to another country where the children meet up with other children, a school bus ride to a new school, or even a new type of school, such as one under water, where again the children have to figure out how to approach and join a new situation. Let your or the children's imagination run wild. The stretch cloth provides a unifying atmosphere to the role-play. It helps to keep the observers engaged by giving continual pressure and feedback to their bodies.



Activity 10, Decreasing Prejudice: Getting to Know You

Overview: Children are asked to select as a partner someone they do not usually interact with, someone they would like to get to know better, or even someone who seems very different from them. The pairings then take turns mirroring each other. Discussions focus on exploring what happens in the relationship when they accept and move with each other.

Time needed: 10 - 20 min.	Ages: K - Adults	Space needed: Medium
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Purpose:

- Discover differences and similarities with others
- Learn how accepting others can lead to freindship or at least good feelings
- Increase empathy toward others

Discussion Topics:

- › Discuss how it feels to move with someone they do not know well or feel close to.
- › Did you feel you were moving as one?
- › Explore whether any of their movements felt familiar to both parties. In other words, were there any similarities in the types of movement chosen?
- › How does this activity relate to prejudice? Talk about what happens when people do not know much about each other and assume that the differences between them are bad and that no commonalities exist.

Activity Description:

- › This activity is similar to Who is the Mirror? from Chapter Six. This time the children are asked to select as a partner someone they do not usually interact with in the class, someone they would like to get to know better, or even someone who seems very different from them. If the children are not able to initiate this type of pairing, the teacher can pair the children before the activity starts.
- › One child is designated as the leader and the other as the mirror. The leader does simple movements with his/her arms and hands while the mirror attempts to follow at the same time the leader moves.
- › After a minute or two, switch roles.
- › If the pairs are working well together, they can attempt to move more than their arms and hands. They can even begin to travel around the room taking turns mirroring.
- › During the discussion time, ask the children how it felt to 'move as one' with someone they did not know that well. Explore whether any of the movements they did were familiar to both parties. In other words, were there any similarities in the types of movements chosen?
- › Relate this discussion to prejudice, which can happen when people do not know much about each other and assume that the differences between them are bad and that no commonalties exist.



Activity 11, Decreasing Prejudice: Other Activities

Overview: These are a series of classroom activities that stimulate discussion and understanding of prejudice.

Time needed: Dependent on the activity chosen	Ages: K - Adults	Space needed: Classroom
Purpose: Decrease prejudice and increase understanding of other cultures		

Discussion Topics:

- › Discuss stories from other cultures.
- › Discuss the findings after counting picture categories in magazines.
- › How can we better understand and respect people of other cultures?

Activity Description:

- › What follows are suggestions of activities to reduce prejudice that can be incorporated into the classroom curriculum.
 - Have children skim through magazines. Have one group go through sports magazines and count the number of photos of women versus men. Have another group go through various magazines and count the number of people of color versus Caucasians in executive positions. These visual activities can lead to lively discussions.
 - Read stories aloud about other cultures. Discuss them.
 - Play ethnic music or instruments.
 - Cook or bring in ethnic foods for everyone to taste and discuss different styles of cooking and eating.
 - Teach children folk dances from other cultures.
 - Take field trips specific to other cultures.
 - Use book reports, geography lessons, research projects, and other academic units to incorporate lessons about other cultures.
 - Show films suitable for your various grade level to stimulate discussions. (See the Resources at the back of the Training Manual for Suggested Readings.)
 - Read a multi-cultural book that illustrates conflict, prejudice, bullying, etc., and act out the different roles portrayed in the story. Discuss how the different roles feel and how the skills the children have learned from this curriculum could help them find solutions to the conflicts expressed. (See references for reading suggestions.)
- › The main point to make in this activity is that all people, regardless of ethnicity or cultural background, share a common bond and that peace is only possible when we are open to accepting what is new or unfamiliar to us. Understanding or respecting other cultures requires education and communication.

Media and Cultural Influences

There are no specific activities related to this topic. It is included in hopes of spurring adults in the community to learn about the topic and take action. However, children can be encouraged to discuss the amount of time they think is healthy to be in front of a screen, either watching TV or playing computer or video games. They can also discuss what types of games and shows are appropriate and what kinds seem to encourage the violence that we are trying to decrease.

Allow for opportunities to discuss violent shows or games from the perspective of empathy toward the victims, an understanding of cause and effect in the situations presented, and the morality of working toward a non-violent world. The training manual discusses this topic in more detail.



Violence Prevention through Movement

Additional Issues Unit - Peer Pressure

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been exploring peer pressure. The ability to resist peer pressure is certainly connected to resisting temptation, but it is complicated by friendship alliances. It is one thing to resist the passive piece of candy in front of you, although that can be pretty hard sometimes, but it is quite another to resist the ongoing pleas of people whose acceptance or approval you seek. Telling kids to "just say no" is not enough. Children have to experience standing up for what they believe in and practice defending their beliefs so they get comfortable resisting temptation under pressure.

Our class has been participating in an activity called **Taking a Stand**. The children are asked questions and given choices of two or more answers. Questions concern value judgments about such things as school uniforms, violence and video games, and preferences such as favorite food or pets. Possible choices are displayed on signs posted around the room. Each person stands under the sign that represents his/her choice. The students were given several chances to represent their point of view in this activity. They practiced asserting themselves in low-pressure situations and discovered that they did not always have the same viewpoint as their friends.

We have also been involved in an activity in which students are given a chance to resist physical pressure being exerted on them by a prop called the stretch cloth, a piece of Spandex sewn into a circle, which can hold the whole class standing inside. Children volunteer to resist the pulls and tugs of the other children in the cloth. It is very exciting but very hard. Discussions regarding different strategies for resisting followed. Standing strong in the cloth was the favorite strategy, but others included avoiding the pressure of the cloth by leaving the circle. Some children asked other students to join them in either resisting or leaving.

We discussed how this activity is related to real peer pressure. Many skills already learned in the curriculum have been helpful (e.g., ignoring, self-settling, positive self-talk, asserting oneself, changing the subject to another topic that is also interesting to the group, walking away from the pressure, and either reaching out to others by using social joining skills or choosing something enjoyable that can be done alone). We have had discussions about different types of peer pressure students encounter.

We also discussed how it feels to stand alone, apart from the group. It is difficult for individuals to tolerate the lonely feelings that may develop. It is important not to put the responsibility of this issue on the individual alone but for the group to take responsibility to notice who is isolated and reach out to help. The community takes on the responsibility of the health and well-being of its members.

Please help your children at home:

- Ask value clarification questions so the family can practice "Taking A Stand."
- Share your own experiences of taking a stand at work or in the community. What was it like for you?
- Ask your children about the types of peer pressure they experience and how they have handled it. Ask them what happens when they disagree with their friends.

Please feel free to contact me with questions and feedback.

Sincerely,



Violence Prevention through Movement

Additional Issues Unit - Weapons

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been working to apply the skills we have learned to deal with specific societal issues. Since the goal of this curriculum is to create an atmosphere in which each person and culture can be seen as having something of value to contribute to the whole, **isolation, alienation, and prejudice** are all being addressed. But the issue of **weapons** is one that brings fear to every parent as well as many children. This letter will deal specifically with weapons and safety.

We have been working on the skills needed for **resisting temptation** to use weapons. The ability to delay gratification (saving an allowance in order to get something I really want as opposed to spending it as soon as I get it) is intricately linked to resisting temptation. If I can resist the urge to resort to violence, I may instead be able to think of what I can do to make the situation come out positively. The list of strategies the children have been practicing include looking away or moving away from the temptation, telling yourself that you can resist, and focusing on something positive that you can do.

We have discussed fears and concerns the children have about weapons. This discussion led us to develop a set of **safety rules**.

1. If you see a gun or weapon at someone's house, leave immediately. (This, of course, may be difficult in some situations, e.g., if your mother had dropped you off and you did not live within walking distance from home. In this situation, if you could not reach a parent by phone, you might have to stay there.)
2. If you have to stay there, go to a room away from the weapon, on a different floor preferably. If someone is walking around with the weapon, you may even want to leave the house and go to a store to call for help from there. It's even all right to call 911 if another child or an adult is brandishing a weapon in your presence.
3. If you hear someone talking about carrying a gun or weapon at school, consider it an emergency and tell a teacher immediately.
4. If someone tries to get you to hold a gun or knife for him/her, either refuse firmly and then tell an adult, or, if you think you would be in danger if you refused, take it from the person and when they leave get an adult.

Please help your children at home:

- Clearly communicate your feelings and rules regarding weapons, regardless of whether or not you own or use firearms. In families where there are no guns and children do not even play with toy guns, it is still imperative to discuss safety rules concerning weapons. There is no way to know whether your child might encounter a gun or another dangerous weapon at someone else's home or in other situations outside of your home.
- Help children think about the feelings of characters depicted on television shows. Children are exposed to thousands of violent incidents on television and video games. Developing an empathetic response is one way to counteract the effects of seeing the violence.
- Supervise and limit your children's television and video game exposure. Decreasing the time involved in these activities has been shown to decrease aggression and improve school performance.

Please feel free to contact me with questions and feedback.

Sincerely,



Violence Prevention through Movement

Additional Issues Unit - Isolation & Alienation

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been exploring **isolation and alienation**. These issues were among the precipitating factors in many of the nation's school shootings over the past few years. Developing a range of activities that can be enjoyed when alone and building the skills to join new groups are two ways for individuals to deal with these issues. The community can help by being alert to these feelings in others and being willing to reach out.

In order to develop individual coping skills, each child compiled a list of activities that s/he could enjoy doing alone. The class learned the following **four steps involved in joining a group** and rehearsed how to handle being accepted into the group, having to wait before joining, and being turned down.

1. Observe the group you want to join.
2. Come spatially close to the group without invading its space and match the level of the group with your body (sit if they are sitting, stand if they are standing).
3. Make a comment and/or ask a questions about what the group is doing (e.g., "That's a neat trick" or "I see you are playing four square" or "Who is winning?").
4. Wait for a pause in the action or conversation and ask if you can join in.

Discussions included exploring what it feels like to be turned down and what options are available for dealing with that situation, (e.g., finding another group to join, playing alone, asking a teacher to help you become included). We also explored respectful ways for letting someone know s/he can't join, (e.g., "Sorry, we can't play with more players than we already have" or "We want to be ourselves right now, but you can join us at the next recess"). Being able to protect your right to choose your playmates is important, but equally important is having empathy for the role of the joiner or outsider. The responsibility of the group for making everyone in the community feel accepted is emphasized. Moving together and appreciating each person's contributions leads to this feeling.

Please help your children at home:

- Review the four steps to joining a group.
- Review solitary activities your child can do in different environments.
- Discuss how rejecting someone can feel. Bring up siblings as well as friendships (e.g., how a younger sibling may feel hurt and left out when the older sibling tells them to go away and how an older sibling needs to have times when it is acceptable to say "no" to the younger sibling). By balancing family time, friend time, and alone time, a child can practice both socialization and solitude skills.
- Help your child meet new people if they are lonely. Try to get them connected in clubs or sports teams.
- Plan more family activities during difficult social times.
- Support your children by accepting and acknowledging their feelings.
- Provide adequate supervision for your children. Know who their friends are, where they are after school, what music they listen to and which video games they play. Pay close attention to the sites they visit on the Internet since some Internet groups fuel hatred and violence by preying on lonely, vulnerable children.
- Be an active community member, reporting to parents, school, and/or the police when you observe neighborhood children involved in suspicious activities.

Please feel free to contact me with questions and feedback.

Sincerely,



Violence Prevention through Movement

Additional Issues Unit - Prejudice & Isolation

Date: _____

Dear Parents and Caregivers,

As part of the Violence Prevention through Movement Curriculum, our class has been exploring prejudice. While acceptance of each other's differences and unique contributions is emphasized throughout the curriculum, prejudice, as an unique issue, is addressed directly to insure that skills already learned are adequately transferred to this arena.

Our class has used its empathy skills to predict how it feels to be made fun of or isolated because of differences. We discussed what prejudice is and asked if anyone had experienced it. Children were given the opportunity to share incidents of being picked on.

The class also participated in an activity in which "earthlings" had to figure out how to relate to "aliens." We practiced observing the aliens and trying to predict how they might feel seeing our spaceship (worried for their safety and for the safety of their planet, angry that they weren't asked before our ship landed on their land, etc.) We tried staying with the spaceship while we observed rather than invading the new land. We attempted to move with some of the same types of movement, but without directly imitating the aliens, in order to show that we were friendly. We respected the aliens' space and tried to join them slowly.

After the activity, we related the alien game to prejudice. We then repeated the game to see how it felt in a different context. The class explored the concept of everyone's responsibility to each other. We agreed to form a "community watch." Many neighborhoods have formed this type of group to watch for danger and alert the neighborhood. Our watch will be to stay alert for isolated children who look like they are feeling bad or for instances of children regularly being kept out of specific groups. **Ending violence means learning about and respecting other cultures, religions, and races.** Our class has committed to take an active step toward doing this.

Please help your child at home:

- Discuss examples of inclusion and exclusion that you experience in the workplace and community.
- Ask your children if they have experienced or witnessed prejudice or exclusion. Ask what their class decided to try and how they feel about it.
- Attend events in town that celebrate different cultures.
- Read and discuss with your children stories that present other cultures or deal with prejudice.
- Watch television shows or movies that present other cultures or deal with prejudice and discuss them with your children.
- Listen to world music and encourage your family to move to the various rhythms and sounds.

Please feel free to contact me with questions and feedback.

Sincerely,

Violence Prevention Through Movement Curriculum

Additional Issues Unit Lesson Plan

LESSON ONE – Peer Pressure		
TIME	ACTIVITY	NOTES
15	Taking a Stand (Peer Pressure Activity 2)	Send home Peer Pressure letter.
20-30	Resisting the Pull (Peer Pressure Activity 1)	Include discussion about being alone.
LESSON TWO – Peer Pressure (continued)		
5-10	Review strategies for resisting peer pressure.	Developed from the Resisting the Pull activity in previous lesson.
30	Resisting Temptation to Use Weapons (Peer Pressure Activity 3)	Send home Weapons letter.
5-10	Discuss and plan prolonged resistance (Peer Pressure Activity 3).	Requires entire day of resisting but only 30-45 min. of set up and discussion.
LESSON THREE – Isolation		
20-30	Joining the Group (Alienation Activity 5)	
15-20	What I Like to Do When I'm Alone (Alienation Activity 8)	
5-10	Stretch cloth activity to bring group back together.	Refer to Chapter Eight: Using Props or choose a group favorite.
LESSON FOUR – Isolation (continued)		
20-30	Being Outside the Group (Alienation Activity 6)	
15-20	In small groups, direct children to role-play being isolated. Have them attempt different strategies for dealing with isolation.	Strategies might include joining a group, finding another group, playing alone.
5-10	Stretch cloth activity to bring group back together	
LESSON FIVE – Community Watch, Positive Problem Solving		
20-30	Becoming Aware of Isolation (Alienation Activity 7)	
15-20	Discuss group's responsibility in preventing isolation. Facilitator secretly designates a few children to role-play being isolated; other children practice noticing who is alone and reaching out to them.	Connect the role of the witness to group responsibility in preventing isolation. Ask the class to be community watchers for detecting isolation and request that they practice reaching out to other children. Send home Isolation and Alienation letter.

Continued

Additional Issues Unit Lesson Plan (continued)

LESSON SIX – Prejudice		
TIME	ACTIVITY	NOTES
10-20	Review Empathy. Ask children to predict how people may feel when they are made fun of for any reason.	Ask children to share experiences of being made fun of or isolated from others.
45-60	Aliens (Prejudice Activity 9)	First of three rounds.

LESSON SEVEN – Prejudice (continued)		
10	Discuss prejudice. What is it? Has anyone experienced it? When? How?	
10	Discuss how the Alien game is related to prejudice. Ask children how many of them thought the aliens were going to be mean or threatening, even before meeting them.	
45-60	Repeat Alien game with new strategies in mind.	Second of three rounds. Follow with discussion about prejudice and reaching out to others.

LESSON EIGHT – Prejudice (continued)		
10-15	Getting to Know You (Prejudice Activity 10)	
45-60	Repeat Alien game.	Continue discussion of prejudice and reaching out to others after doing the third of three rounds. Everyone should now have had a turn to play each role.
5-10	Move and Stop Together.	

LESSON NINE – Appreciation of Differences		
15-20	Discuss concrete strategies for dealing with prejudice in the classroom and school community.	Brainstorm with children and/or school staff for solutions that will meet the needs of the children.
15-20	Individual or group dances in the middle of a circle (or stretch cloth).	Free expression of any kind of movement; use of cultural music or drumming is suggested. Goal is to show appreciation by applauding each person's movement phrase.
10	Read part of a multi-cultural book.	Send home Prejudice and Isolation letter.

LESSON TEN – Appreciation of Differences (continued)		
15-20	Role-play different roles described in the book.	
15-20	Read more of the book and continue role-play.	
10	Talk about how this work relates to what they see and how they plan to act at school, home and in the community.	

Other Issues Unit / Cross-Reference Chart

ACTIVITY	pg. #	Grade Level	Space	People	Time	Issues
		P=Preschool K=Kindergarten 1-12=Grade A=Adult	S=Small M=Medium L=Large	P=Partner S=Small Group C=Class Group	Minutes	AS=Attention Span SE=Self Awareness BI=Body Image TT=Turn Taking E=Empathy AM=Anger Management IC=Impulse Control SA=Spatial Awareness VF=Verbalize Feelings CR=Conflict Resolution FT=Frustration Tolerance
Resisting Temptation/Peer Pressure						
Resisting the Pull	226	1 - A	M, L	S, C	15 - 30	BI, AM, IC, TT, VF
Taking a Stand	228	2 - A	S, M, L	S, C	10 - 20	VF, SE
Resisting Temptation to Weapons	230	1 - 8	M, L	S, C	30	SE, AS FT, IC, CR
Prolonged Resistance	231	1 - 8	M, L	P, S, C	variable	SE, AS FT, IC, CR
Dealing with Isolation						
Joining the Group	233	K - 8	M, L	S, C	30	CR, IC, TT, VF
Being Outside a Group	234	2 - 8	M, L	S, C	20 - 40	FT, TT, VF, AM
Becoming Aware of Isolation	235	2 - 5	S, M, L	S, C	20 - 30	SA, BI, E, CR
What I Like to Do Alone	236	K - A	S, M, L	P, S, C	15 - 30	SE, FT, AS
Dealing with Prejudice						
Aliens	239	K - 5	L	C	45 - 60	E, IC, TT, SE, CR, VF
Getting to Know You	241	K - A	M, L	P, S, C	10 - 20	E, BI, TT
Other Activities	242	K - A	S, M, L	P, S, C	variable	E, CR
ACTIVITY	pg. #	Modality	Type of Mvmt	Energy	Teaching Method	Props
		C=Classroom F=Family T=Therapy	G=Gestural FBP=Full Body in Place T=Traveling	L=Low M=Medium H=High	M = Mvmt W=Worksheet H=Handout	M=Music S=Scarves P=Percussion SS=Stretch Sack SC=Stretch Cloth D=Drawing Materials
Resisting Temptation/Peer Pressure						
Resisting the Pull	226	C, T	FBP	H	M, D	D
Taking a Stand	228	C, F, T	FBP, T	M	M, D	D
Resisting Temptation to Weapons	230	C, F, T	FBP, T	L, M, H	M, D, W	D, bubbles
Prolonged Resistance	231	C, F, T	G	L, M	D, C	variable
Dealing with Isolation						
Joining the Group	233	C, F, T	T	M	M, D	SC (optional)
Being Outside a Group	234	C, F, T	FBP, T	M	M, D	
Becoming Aware of Isolation	235	C, F, T				
What I Like to Do Alone	236	C, F, T	G	L, M	M, D, W	D
Dealing with Prejudice						
Aliens	239	C	T	M, H	M, D	SC
Getting to Know You	241	C, F, T	G, FBP, T	L, M, H	M, D	
Other Activities	242	C, F, T	G, FBP, T	L, M, H	variable	variable

The Use of Movement Props in Violence Prevention Activities

Throughout this book there have been activities that use props, such as the stretch cloth or stretch sacks, music, or scarves. This chapter elaborates on the use of props, provides resources for making or buying them, and describes additional activities to supplement the violence prevention curriculum. The use of props is very popular with children. It allows a freedom of expression that some children find hard to achieve without a prop. It unifies a class group by giving them something fun to focus on together. It gives you, the teacher, parent, or group facilitator, something to hold out as an incentive for working on new behaviors.

This chapter is activity based, with little or no theoretical background. If you can afford only one prop, I would recommend that you buy or make a stretch cloth. Having worked in many classrooms, I know there are frequently one or two children for whom the curriculum would be more beneficial than for most, and yet these children seem the most resistant to working on it. Instead, they cheerfully sabotage your lesson plans. While it sometimes takes a few weeks of work to get these children involved, it does not hurt to have a carrot to hold out as incentive.

The activities in this chapter are not a part of the basic curriculum. Because of that, they are only briefly described. There are no formal lesson plans.

Stretch Cloth

I. Safety Considerations

A. Spandex is very stretchy, like a giant rubber band. This property makes it both exciting and potentially dangerous (if the children get too wild, it is easy to pull someone off balance).

1. Discuss the following safety rules before beginning an activity:

- a) Do not pull on the cloth while directions are being given.
- b) Stop or freeze immediately if someone falls.
- c) Anyone can call a STOP TIME if scared or off balance.
- d) Do not step or stand on the cloth, it is slippery.

- e) You must pull gently and be sensitive to your neighbors' safety. (Medium pulling may be used when appropriate. Hard pulling is used only in sitting activities.)
 - f) If you fall, bend your knees to go down gently and land on your bottom.
2. Safe use of the stretch cloth is crucial. Children can get hurt otherwise.
- a) Begin with sitting activities to provide a lower center of gravity.
 - b) Promptly remove any child from an activity who does not follow the rules.
 - c) Do not allow more than one chance to rejoin the group appropriately in any given period.
 - d) Use the 4 B's or abdominal breathing between each activity.
 - e) Build up to more exciting activities as a group demonstrates control.
 - f) Place children next to similar sized peers. This allows the cloth to best cover each child and helps activities to work better.

II. Stretch Cloth Activities

A) Sitting in a Circle Activities

1. Exploring the Stretch Cloth (P – 1st grade) - Sit with legs extended and with the cloth over the legs. The cloth should be lying flat with no twists.
- a) Look at the shape your feet make as they stick up under the cloth.
 - b) Wiggle your feet and look at the effect they have on the cloth.
 - c) Kick your legs and watch the cloth go up and down.
 - d) Try to make your feet flat so they do not stand out.
 - e) Lie down and pretend to sleep. Wake everyone up with an imaginary alarm clock.
 - f) Put your hands under the cloth and make different shapes with them.
 - g) Hide your face and look through cloth.



Children pull back on the cloth and lift a foot to see the shapes and effects.



Children pull the cloth and pretend to go to sleep.



Children make ripples while sitting.

2. *Pulling and Rocking* (P – 5th grade) - Gather the cloth together in everyone's hands as if it was a rope. Have everyone sit on the floor, cross-legged.

- a) Experiment with rocking back and forth while holding the cloth. Expand rocking so the children can touch their backs to the floor, keeping their head tucked up for protection.
- b) Sing "Row, Row, Row Your Boat" while rocking back and forth on your bottom and rowing back and forth with your arms.



Children with cloth gathered like a rope, holding it in their laps.



Sitting and rocking children try to maintain their balance while pulling hard on the cloth from side to side.

- c) Sitting and Pulling (see Chapter Three, Activity 10: Grounding While Sitting in the Stretch Cloth, pg. 59)

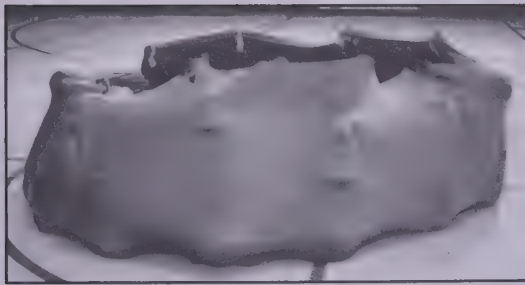
B. Sitting Inside the Cloth

1) *Sitting in a Storm* (P – 2nd grade) (see Chapter Three, Activity 12: Storm in the Stretch Cloth, pg. 63)

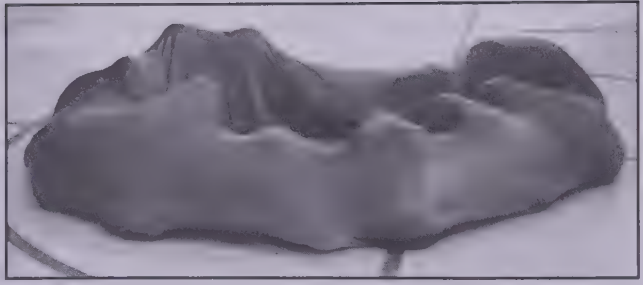
- a) Pretend the stretch cloth is an imaginary boat caught in a storm. Begin by having everyone sit on the inside edge of the stretch cloth, with the rest of it stretched across their backs, no higher than their necks.
- b) Pretend it is a beautiful day for a boat ride, that the sun is shining and the breeze is blowing gently. Have everyone rock gently side-to-side.
- c) Then the sky becomes cloudy and the wind begins to blow a little harder. Everyone rocks the cloth a little harder and looks up at the clouds.
- d) Then the wind begins to blow very hard. The children lift the upper



Children sit on one edge of the cloth with the rest of the cloth going up their backs to their shoulders. They are pretending to be in a boat that is gently rocking in pleasant weather.



Bad weather comes and the children lift the cloth over their heads and rock harder.



There is a major storm with thunder and lightning. The children take cover by pulling the cloth to the floor, making a shelter.

edge of the cloth over their heads and rock, using much gusto.

- e) End with a burst of thunder and lightening during which everyone puts the cloth over their head and down to the floor keeping them safe from the storm. I have found that kindergarteners through second graders love this activity and request it regularly.

2) Group Rock - (K – Adult)

- a) Have everyone hold the top edge of the cloth at shoulder height and rock gently side-to-side; or, have the cloth extend above and behind the children's heads.
- b) Lean gently back and rock together.

3) Group Sculptures - (P – 4th grade)

- a) This activity creates very interesting shapes and makes it fun for children to observe as well as participate. Pick from one third to one half of the class to climb inside the stretch cloth and make a shape while completely covered by the cloth. They can stretch out their arms and legs in various poses.
- b) Ask the observing children to comment on what they see.
- c) As an alternative, the children observing can draw what they see.
- d) In another variation, the children inside the cloth move, while maintaining their group sculpture. They can also name their sculpture.
- e) In yet another variation, the children decide on a particular shape ahead of time and then each child forms part of the bigger shape.



Children cover themselves with the cloth and make interesting shapes.

C. Standing in a Circle Activities - Standing Outside the Cloth, Holding Onto One Edge of Stretch Cloth

1) *Making Waves* (All ages)

- a) Face the center of the circle and hold onto the stretch cloth with both hands. Make waves by bringing your hands up and down. Experiment with slow and fast, hard and soft, and with everyone going up and down together.
- b) You can expand this into a follow the leader activity where everyone takes a short turn initiating a wave that everyone follows. Leadership passes around the circle.
- c) The waves can be up and down, side-to-side, or round and round. Individuals can vary the intensity, size, speed, or type of wave.
- d) After going around once, it is fun to go around the group a second time with everyone having a turn to add a sound to their wave. The sound helps



to unify the movement. Since waves are so easy to make, it does not put children on the spot in terms of having to make up a movement.



Children show the sequence of making waves with the stretch cloth.

2) *Ripples* (1st grade – Adult)- A modification of Making Waves

- a) Once the class can bring the stretch cloth up and down together, try making a continual ripple. The first person brings the cloth up, and, as they bring it down, the person next to them brings it up, and so on all the way around the circle. This is visually appealing; therefore, many classes are willing to concentrate as hard as necessary for the activity to be successful.

3) *Relaxing in the Middle (or Fanning)* (P – 3rd grade)

- a) Have a number of children go into the middle of the circle and lie down or sit up.
- b) Have the other children hold onto the cloth and fan the people in the center. The children in the middle can place themselves near the periphery so the cloth is covering them as it goes down, or keep more to the middle so the cloth does not touch them.



- c) Repeat this until all of the children have a chance to be in the middle.

4) *Dancing* (P – Adult) Put on music with a beat.

- a) Have the children hold onto the cloth and dance to the music in whatever way they wish. Hands and feet can both be moving. It is very unifying to dance while connected by the cloth.

5) *Fish Game* (P- 3rd grade)

- a) Pick every third or fourth child in the circle to be fish so there are enough children still spaced out around the cloth to make good waves. When the fish finish their turn they should return to their original spot.



Child, pretending to be a fish, uses his finger to nibble at the toes of the children making waves.



Children playing the fish game.

- b) The fish go into the middle of the circle, and, while the rest of the class waves the cloth up and down, the fish swim around under the waves and try to nibble at the toes of the wave-makers. (Nibbling happens with fingers.)
 - c) Whenever someone sees a fish coming, he/she quickly pulls the stretch cloth down to the floor to block the fish. The fish then has to swim away and the stretch cloth holder begins to make waves again. The children holding the cloth must be careful not to mash the fish's face into the floor. One way to prevent this is to institute a rule that none of the children holding the stretch cloth can touch their knees to the floor.
 - d) Suggest chanting something while this happens like "Fish are swimming, swimming in the water. Fish are swimming all day long. Fish are swimming, swimming in the water. Hungry fish looking for some food. Watch out; watch out, the fish are coming to nibble. Watch out; watch out, they nibble all day long. And STOP!" The chant gives a specific time frame for each turn, and it helps keep the activity from getting too wild.
 - e) After the chant, hold the stretch cloth up for the fishes to come out. Everyone takes some slow breaths or does the 4B's, and then another group of children gets their turn to be fish.
 - f) This is not a game of elimination; no one trades places because they've been nibbled on.
- 6) *Follow the Leader* (see Chapter Six, Empathy Activity 19: Follow the Stretch Cloth Leader, pg 183.)

7) *Space Ship* (P – 2nd grade)

- a) The children stoop down and hold onto the edge of the cloth.
- b) Everyone counts backward from five to blast off. The children stand up and pull the cloth backwards to make a big circle, which is the space ship.
- c) The group moves in a circular motion while traveling. This means we do not travel very far or very quickly.
- d) We talk about outer space and what we are seeing. Sometimes we pretend to be hit by an imaginary asteroid. The ship shakes around and crashes. We all fall safely to the ground and get out our imaginary tools to fix the space ship.
- e) When the ship is fixed we take off again and continue flying. Sometime we land on a planet or the moon and pretend to walk around in a place with less gravity than earth. Eventually we fly back to earth and to school.



Children making a space ship.

8) *Asteroid Game* (2nd - 5th grade) An adaptation of the Space Ship Game for older children:

- a) Adaptations for older children add an increased level of both complexity and excitement; therefore, a high level of structure is required.
- b) The activity starts as in Activity 7, but you can count backwards from ten before you blast off.
- c) You can assign pairs of children to be "asteroids." The asteroid pair (sometimes 2 or 3 pairs) must be in contact with each other. They must not aim for the ship as they randomly drift around the room, but a crash may happen as it might in space.
- d) The job of the astronauts is to watch out for the asteroids and, while keeping the ship in a taut circle, steer away from asteroids whenever they see them coming their way.
- e) As you can imagine, many children do try to crash into the space ship, so you have to be careful. Practice safe falling techniques and do not try this activity until you trust your class to stop immediately if you tell them. Intentional crashing, as long as it is not too hard, can add to the excitement.
- f) After the ship crashes, other children may have a turn to play asteroids.

9) *Aliens Game* (See Chapter Seven, Activity 9: Aliens, pg. 239.)

10) *Transportation* (P) School Bus, Car, or Train

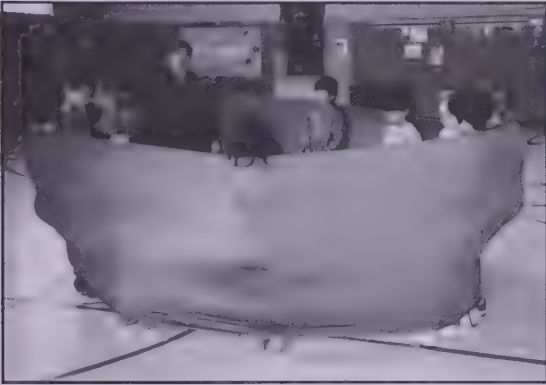
- a) Have the children pick the form of transportation they will be riding. Two children are designated as the drivers, and they take the class around on a pretend trip. Switch drivers regularly.
- b) Again, songs or a story line can be used to describe the journey. In one class I allowed everyone to pick something they wanted to happen with stretch cloth. The result was a funny story that the kids absolutely loved. We began with a car ride to the train station. The train took us to the launch pad of a space ship. We traveled in the space ship to a planet which had a castle. (For the castle, we sat in the stretch cloth.) Then we had a pretend party. Next we returned to earth where there was a fire in a house. A fire engine came. We were the fire engine, of course, and had to put out the fire. And so on. Everyone in the class got several seconds for their idea to be put into play.
- c) This activity can get a bit chaotic, but it is controlled chaos if you maintain a structure and take breaks to settle when needed.

D. Standing in a Circle Activities - Standing Inside the Cloth

1) *Standing and Leaning* (P - Adult)

- a) For this activity the children stand with knees bent and hips back. They are told to lean back gently into the cloth. The goal is for them to feel the cloth supporting the whole class together. (See Chapter Three, first third of Activity 11: Grounding while Standing in the Stretch Cloth, pg. 61. This includes a description of how to get everyone inside the cloth while standing.)

Standing and leaning in cloth. Knees are bent, lean from hips.



Children lower cloth and put elbows on outside of cloth to balance for pulling.

2) *Leaning & Rocking* (P – Adult)

- a) When the whole class can keep their balance and connection as a group, add a gentle side-to-side rock.
- b) Point out how each child is affected by their neighbors' movements. (Continue reviewing Chapter Three, Activity 11: Grounding While Standing in the Stretch Cloth, pg. 61.)

3) *Leaning & Moving Sideways* (K - Adult)

- a) When the whole class can maintain its balance and connection as a group while rocking, add slow walking around in a circle.
- b) Make it clear which direction the circle will rotate first so all the children move together. Then reverse the direction.

4) *Standing and Pulling* (K – Adult) Do not do this activity until your class has mastered 1, 2, and 3 above.

- a) With the class leaning, you can try adding a resistance and pulling component, starting very gently and gradually increasing twist or force if your class is able to maintain their balance. (Refer to last half of Chapter Three, Activity 11: Grounding While Standing in the Stretch Cloth, pg. 61.)

5) *Resisting the Pull* (1st grade – Adult) Refer to Chapter Seven, Activity 1: Resisting the Pull, pg. 226.

Stretch Sacks

I. How to Get into a Stretch Sack

- A. Lay the stretch sack flat on the floor with the opening facing up. Sit in the opening with feet pointed toward the longer end of the sack. Slide your legs into the sack, placing a foot in each of the corners you are facing. Then reach behind you, slip an arm into the cloth, and reach your hand into a top corner. Repeat with the other arm.
- B. If a child is having difficulty or complaining that the sack is too small, I sometimes lay the cloth down for them and show them where their legs go. Then I stand behind them and pull the top of the sack up as high as it will go behind them so they can slip their arms in. This lengthens the sacks so the child fits in more comfortably.

II. Safety Considerations

- A. Go over safety rules before beginning an activity.
- B. Children's heads need to be outside the sacks, and they need to be sitting still while directions are given.
- C. Stop or freeze immediately if someone calls a "STOP TIME."
- D. No standing up on slippery floors. It is okay to stand and travel upright when on carpeting.
- E. You must be able to see through the cloth if your head is inside the stretch sack (you can see through most Spandex when it is stretched out); be sensitive to your neighbors' safety.
- F. Move quickly only when your head is outside of the sack.
- G. If you fall, bend your knees to help you go down while gently landing on your bottom.
- H. Remember that a lower center of gravity provides more stability and less excitability, so keep things close to the ground to begin with.
- I. The most common injury when using stretch sacks is head banging. Adults should be monitoring carefully.

III. Stretch Sack Activities

A. Moving to Music (All Ages)

- 1) Have half the group get into stretch sacks. The other children will be observers.
- 2) Discuss any limits to the type of movement allowed. Spandex is slippery material. If there is no carpet, do not let the children travel while standing up. If your group is very young, do not allow the children to stand up at all.
- 3) Put some music on and let the children experiment with different ways to move within the limits you have given them. Have the observers watch and share their favorite movements.
- 4) Switch groups, letting the other children have a turn to move to the music. Let them try out movements they saw and liked in the group they observed as well as make up their own. It's nice if everyone gets two turns to move so the children who moved first have a chance to observe, get new ideas, and then try them out.
- 5) You can make up a story to accompany the movement and music, such as an underwater scene with ocean music.
- 6) It can be fun to video tape this activity

B. *Animal Babies* (P – 4th grade) Refer to Chapter Six, Empathy Activity 17: *Animal Babies*, pg. 179.

C. *Aliens* (K– 5th grade) Refer to Chapter Seven, Activity 9, pg. 239.

Scarves

I. Safety Considerations

- A. Caution the children to be careful not to step on a scarf while traveling as it can easily trip them.
- B. Watch out for scarves tied around the neck, especially if the child is moving or if the scarf is dragging on the floor.

II. Scarves Activities

A. Dancing with Scarves (P – Adult)

- 1) Have the children stand in a circle at least an arm length away from each other. Every child gets a scarf.
- 2) Put on music with a beat and allow the children to move with the scarves in any way they choose while staying in place.
- 3) This activity can also be a modification of Follow the Stretch Cloth Leader (see Chapter Six, Empathy Activity 19, pg. 183). One at a time, each child makes up a

movement using the scarf that can be repeated over and over. The whole class repeats the movement together several times, and then the next child takes a turn to create a movement.

- 4) After moving in place, children can begin to travel with their scarves, dancing around the room. This can be done individually or in partners.
- 5) The dancing can also happen in small groups with one scarf per person or one scarf for every two people.

B. *Mirroring with a Partner*: This activity can start as a modification of Chapter Six, Empathy Activity 10: Who is the Mirror? pg. 171.

- 1) Start by pairing the children, giving them each a scarf, and having them spread out in the room.
- 2) One child starts as the leader, moving his/her scarf while standing in place. The other child follows with his/her own scarf. The leader should move slowly enough for the follower to move along at the same time, as though the leader was looking in a mirror.
- 3) The teacher can call out when it is time to switch who is leading the pair, or the children can work it out themselves, sharing the leadership.
- 4) The pairs can start by sitting or standing. However, standing will allow the scarves to be used to their full potential.
- 5) Once the pairs demonstrate that they can focus on each other and practice give-and-take with the leadership, allow the children to explore mirroring while moving slowly through the space.
- 6) Once the class is able to handle the pairs activity, suggest that they form small groups. The groups can continue mirroring, or they can figure out ways to connect to each other as a group by using the scarves. For example, they may tie all the scarves together end-to-end to form a long chain, or they may tie them in a giant knot like the spokes of a wheel. Playing music while the children move can influence the mood and the movements. New Age music or music without a predominant beat allows for the most freedom.

Percussion

I. Percussion Activities

A. *Drum Conversations* (P – Adult)

- 1) Pair the children and give each pair one instrument.
- 2) The first child plays while the second child listens. Then the second child responds by repeating the same thing or by playing something new while the first child listens. They alternate in this manner several times. They can then discuss what it was like and if they were trying to communicate anything to each other.

- 3) In a variation, the first child plays while the second child moves to the music. The mover can respond to the rhythm or the feeling that the player is expressing. Have the children switch roles several times.

B. Percussion as Accompaniment (K – 4th grade)

- 1) Have a few children play instruments while the rest of the class moves. Choose one child to conduct the players (attending to rhythm, speed, loudness, or intensity). Movers respond to the speed, intensity, or the feeling of the music being played. Movers can use scarves if desired.
- 2) Allow several children to conduct the group and then switch roles so that everyone who wants to gets a chance to play an instrument.

C. To Practice Energy Modulation (K – 2nd grade) Refer to Chapter Three, Activity 5: Energy Modulation in Place (The Storm), pg. 43.

D. To Serve as Distraction While Practicing Focusing Skills (K – Adult)

- 1) Add percussion music to challenge the focusing abilities of the children as a modification to the 4 C's (see Chapter Three, Activity 9: The 4 C's of Control, pg. 55) or to the various activities on ignoring provocation (see Chapter Four, Ignoring Activity 1: Don't Laugh and Ignoring Activity 8B: Don't Laugh Doing a Task, starting on pg.97).
- 2) The facilitator may play the instrument alone or hand out several instruments for children to play.
- 3) If using instruments to augment the ignoring provocation activities, remind children to respect each other's space and to keep the instruments away from faces or ears.

E. Modification to Animal Babies Game (K – 4th grade) Refer to Chapter Six, Empathy Activity 17: Animal Babies, pg. 179. When danger comes up in the story, the facilitator utilizes a drum or other instrument to alert the children and then to boost the intensity of the situation.

Music (See Training Manual, Chapter Eight, pg. 173.)

Activities Using Props / Cross-Reference Chart

ACTIVITY		pg. #	Grade Level	Space	People	Time	Energy	Type of Mvmt	Issues		
		P=Preschool K=Kindergarten 1-12=Grade A=Adult	S=Small M=Medium L=Large	P=Partner S=Small Group C=Class Group	Minutes	L=Low M=Medium H=High	G=Gestural FBP=Full Body in Place T=Traveling	AS=Attention Span S=Strength BI=Body Image E=Empathy	C=Cooperation EM=Energy Modulation CE=Creative Expression GC=Group Cohesion		
SELF-CONTROL & STRESS MANAGEMENT											
Stretch Cloth											
Exploring the Stretch Cloth	252	P - 1	M	P, S, C	5-10	L, M	G, FBP		BI, CE, GC, EM		
Pulling & Rocking	253	P - 5	M, L	S, C	5-10	M, H	G, FBP		GC, C, EM		
Sitting in a Storm	253	K - 2	M, L	P, S, C	5-10	L, M, H	FBP		GC, EM, CE		
Group Rocking	254	K - A	M, L	P, S, C	5-10	L, M	FBP		GC, C, E		
Group Sculpture	254	P - 4	M, L	P, S, C	5-10	M	FBP, T		CE, GC, C, BI		
Waves & Ripples	255	K - A	M, L	S, C	5-10	L, M, H	G, FBP		GC, E, C, AS, EM		
Relaxing in the Middle	256	P - 3	M, L	S, C	5-10	L, M	G, FBP, T		BI, GC		
Dancing	256	P - A	M, L	S, C	10-15	M, H	G, FBP, T		CE, BI, C, CH, EM		
Fish Game	256	P - 3	M, L	C	10	M, H	FBP, T		C, CH, EM, AS		
Follow the Leader	257	K - 5	M, L	S, C	15-30	L, M, H	G, FBP, T		AS, E, GC, C		
Space Ship Game	257	P - 2	L	S, C	10	M, H	FBP, T		GC, CE, EM		
Asteroids	258	2 - 5	L	C	10-15	M, H	FBP, T		C, EM, BI		
Aliens	258	K - 5	L	S, C	30-45	L, M, H	FBP, T		E, C, CE		
Transportation	258	P - K	L	S, C	10-15	M	T		C, GC, CE		
Standing & Leaning	258	P - A	M, L	P, S, C	5-10	L, M	FBP		BI, GC, EM, C		
Leaning & Rocking	259	P - A	M, L	P, S, C	5-10	L, M	FBP		BI, GC, EM, AS, C		
Leaning & Moving Sideways	259	K - A	M, L	S, C	10-15	M	T		C, GC, AS, BI		
Standing & Pulling	259	K - A	M, L	S, C	5-10	M, H	FBP		EM, BI, C, S		
Resisting the Pull	259	1 - A	M, L	S, C	10-20	H	FBP		S, EM, E		
Stretch Sacks											
Moving to Music	261	P - A	M, L	P, S, C	5-15	L, M, H	FBP, T		CE, BI, GC, EM		
Animal Babies	261	P - 4	L	P, S, C	30-45	L, M, H	G, FBP, T		E, C, EM, BI, AS		
Aliens (Use in space alien activity)	261	K - 5	L	S, C	30-45	L, M, H	G, FBP, T		E, C, CE		
Scarves											
Dancing	261	P - A	M, L	P, S, C	5-15	L, M, H	FBP, T		CE, BI		
Mirroring	262	P - A	M, L	P, S, C	5-15	L, M	FBP, T		E, BI, AS		
Percussion											
Drum Conversation	262	P - A	S	P, S, C	10-15	L, M, H	G, FBP		EM, S, C, AS		
Accompaniment	263	K - 4	S	P, S, C	varies	L, M, H	G, FBP		AS, EM, C		

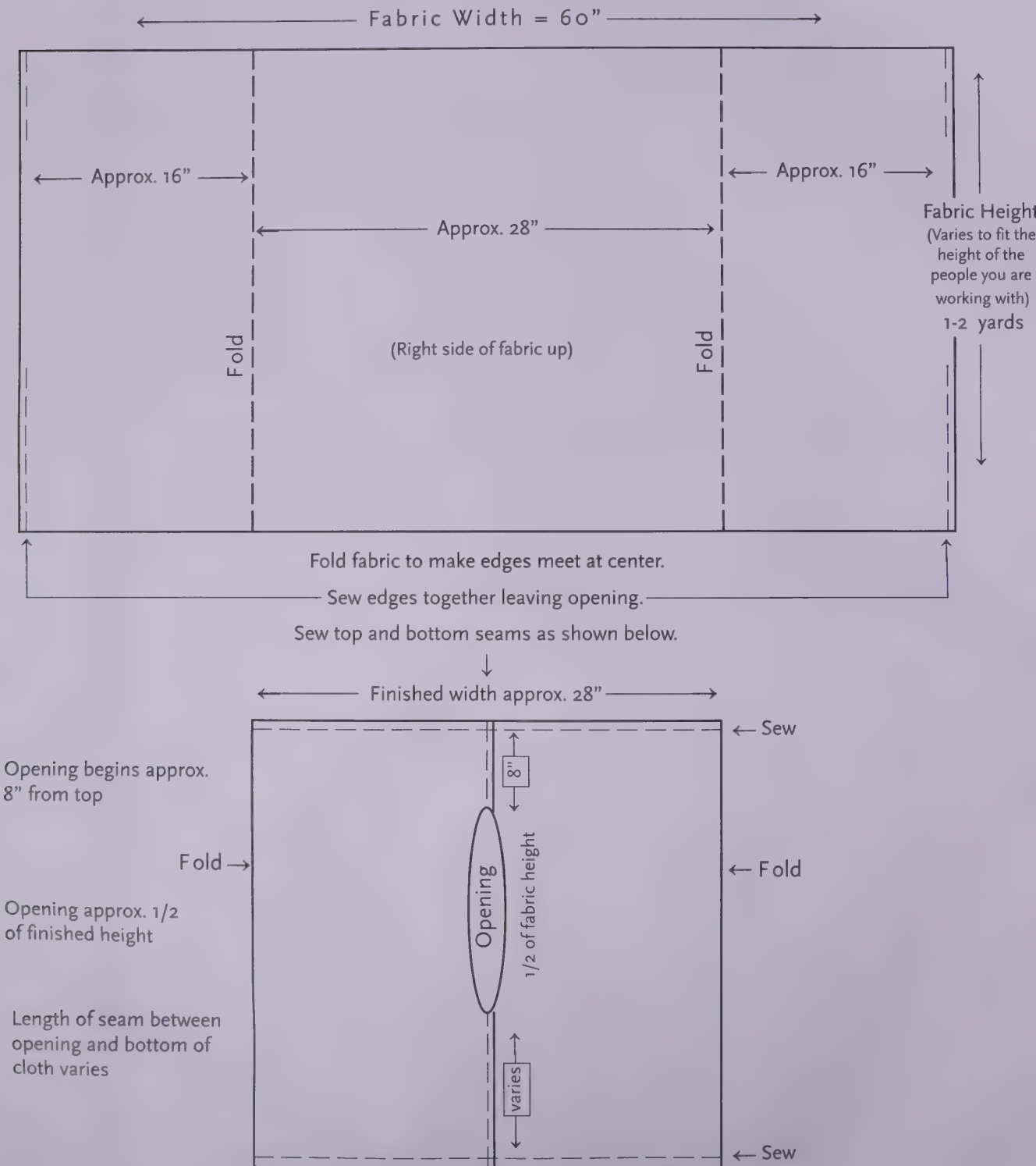
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APPENDICES

APPENDIX I

Pattern for Making Your Own Stretch Sacks

Stretch sacks are made of Spandex fabric, with an opening to allow children to get inside and Velcro™ to close the opening. The opening should be finished with ribbing (as used on T-shirts) to keep the Spandex from fraying. Using 2" pieces of Velcro™, sew two to four strips evenly along the ribbing. Keep Velcro™ closed when not in use, otherwise the Velcro™ will ruin the Spandex.



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APPENDIX II

Violence Prevention Through Movement Progress Tracking

Teacher's Name: _____ Number of Students: _____ Date Started: _____

WEEK NUMBER:

DATE:

Spatial Awareness

Maintaining Space While Sitting									
Maintaining Space While Traveling									
Moving Inside our Space Bubbles									
Moving into Crowded Spaces with Control									
Personal Space Imagery/Control in a Crowd									
Following the Leader in a Line									
Lining Up									
Approach and Stop									
Preferences in Space									
Social Distancing									
Safe Distancing									
Other:									

Self-Control and Stress Management

Statues: Holding Shapes									
Statues: Freezing and Melting									
Introduction to Self-Control									
Learning Abdominal Breathing									
Energy Modulation in Place									
Energy Zones									
Putting on the Brakes, Part One									
Putting on the Brakes, Part Two									
The Four B's of Self-Settling									
The Four C's of Control Time									
Grounding While Sitting in the Stretch Cloth									
Grounding While Standing in the Stretch Cloth									
Storm in the Stretch Cloth									
Relaxation Techniques									
Suggested Progressive Relaxation Monologue									
Guided Imagery									
Relaxation									
Other:									

Awareness & Response to Tense Situations

Alerting the Senses									
Breaking Balloons									
Friendly or Not, Here I Come									
One Step Closer									
Stopping Together									
Follow the Changing Leader									

Progress Tracking page 2

WEEK NUMBER:

DATE:

Who is Different?

Don't Laugh

Don't Laugh Doing a Task

Slow/Fast or Curvy/Straight

Breaking the Rules

Resisting Temptation

The ABC's of Safe Ignoring

Other:

Pro-Active Interventions

Teaching Assertion

"Hey! Look..."

Giving a Compliment

Acting Friendly to the Bully

Changing the Subject

Asking for Help

Remembering an Appointment

Being with Others

Making a Joke Out of Teasing

Broken Record Technique

Ignoring

Being Funny or Goofy

Emergency Interventions

Role of the Witness

Keeping Track of Interventions

Other:

Managing Anger/Building Empathy

Guessing Games

What is My Body Showing?

Moving Our Feeling

Individual Feeling Shapes

Group Feeling Shapes

"Double Dip" Feelings

Feeling Approaches

We All Stop Together

Matching Intensity

Who is the Mirror?

Group Mirroring

Group Rhythm

Paired Pushing

Circular Pushing

Group Pushing

Group Sculptures

Animal Babies

Making Waves

Progress Tracking page 3

WEEK NUMBER:

DATE:

Follow the Stretch Cloth Leader

Giving Our Weight to the Stretch Cloth

Seesaw

Showing That You Care

Anger Cues

Connecting Self-Settling to Anger Control

Practicing Self-Settling in Anger Release

The Anger Formula

Mad Role-Play

I Didn't Get My Way

I Can Be Mad Safely

Other:

Additional Issues/Peer Pressure, Isolation, Alienation, & Weapons

Resisting the Pull

Taking a Stand

Resisting the Pressure to Resort to Violence

Prolonged Resistance

Joining the Group

Being Outside a Group

Becoming Aware of Isolation

What Do I Like to Do When I Am Alone?

Aliens

Getting to Know You

Other Activities

Others:

Stretch Cloth Activities

Exploring the Stretch Cloth

Pulling and Rocking

Sitting In a Storm

Group Rock

Group Sculptures

Making Waves

Ripples

Relaxing in the Middle

Dancing

Fish Game

Space Ship

Asteroid Game

Transportation

Standing and Learning

Leaning and Rocking

Leaning and Moving Sideways

Standing and Pulling

Others:

APPENDIX III

Sample Page of a Progress Tracking Sheet

Teacher's Name: RENA KORNBLUM Number of Students: 20 Date Started: 9/14/02

WEEK NUMBER:	#1	#2	#3	#4	#5	#6	#7	#8	#9
DATE:	9/14	9/21	9/28	10/05	10/12	10/19	11/02	11/09	11/16

Spatial Awareness

Maintaining Space While Sitting	✓	✓	✓						
Maintaining Space While Traveling	✓	✓		✓					
Moving Inside our Space Bubbles	✓								
Moving into Crowded Spaces with Control		✓							
Personal Space Imagery/Control in a Crowd			✓						
Following the Leader in a Line			✓						
Lining Up									
Approach and Stop									
Preferences in Space									
Social Distancing			✓		✓				
Safe Distancing			✓		✓				

Self-Control and Stress Management

Statues: Holding Shapes	✓		✓						
Statues: Freezing and Melting	✓		✓						✓
Introduction to Self-Control									
Learning Abdominal Breathing				✓					
Energy Modulation in Place				✓					
Energy Zones					✓				
Putting on the Brakes, Part One				✓					
Putting on the Brakes, Part Two									
The Four B's of Self-Settling					✓	✓	✓		
The Four C's of Control Time									
Grounding While Sitting in the Stretch Cloth									
Grounding While Standing in the Stretch Cloth									
Storm in the Stretch Cloth				✓					
Relaxation Techniques									
Suggested Progressive Relaxation Monologue									
Guided Imagery									
Relaxation									

Awareness & Response to Tense Situations

Alerting the Senses								✓	
Breaking Balloons								✓	
Friendly or Not, Here I Come									
One Step Closer									
Stopping Together									
Follow the Changing Leader								✓	
Who is Different?									
Don't Laugh							✓		✓

APPENDIX IV

Violence Prevention Through Movement Checklist

Teacher's Name: _____ Number of Students: _____

Prevention Instructor: _____ Date Started: _____

Group Needs
/ = Worked On
x = Improved

Spatial Awareness

GOALS

- ☐ ☐ Develop children's awareness of their own and others' space
- ☐ ☐ Decrease spatial intrusion
- ☐ ☐ Develop children's awareness of their own spatial preferences and how they may differ from others
- ☐ ☐ Increase awareness of appropriate social distances

OUTCOME/PROGRESS

- ☐ ☐ Maintain space while lining up
- ☐ ☐ Maintain space while waiting and walking in a line
- ☐ ☐ Maintain space (decrease spatial intrusiveness) during class time
- ☐ ☐ Maintain space (decrease spatial intrusiveness) during play time
- ☐ ☐ Adjust to spatial needs of group (e.g. switch places, move over when needed, use words to request more space)
- ☐ ☐ Demonstrate understanding of appropriate spatial distancing (e.g. when someone is friendly vs. not friendly; close friend vs. acquaintance; stranger vs. authority figure)

Self Control and Stress Management

GOALS

- ☐ ☐ Improve energy modulation
- ☐ ☐ Develop grounding skills
- ☐ ☐ Teach abdominal breathing
- ☐ ☐ Develop relaxation techniques
- ☐ ☐ Teach children to use positive self-talk
- ☐ ☐ Teach the 4 B's of self-settling and the 4 C's of Controlled Concentration
- ☐ ☐ Teach children to monitor internal sensations of arousal (thermometer imagery)

OUTCOME/PROGRESS

- ☐ ☐ General impulse control of class as a whole
- ☐ ☐ Impulse control of specific targeted children
- ☐ ☐ Attention span and ability to focus
- ☐ ☐ Use 4 B's of self-settling with teacher cues
- ☐ ☐ Use 4 B's of self-settling without teacher cues
- ☐ ☐ Use 4 C's of controlled concentration effectively

Violence Prevention Through Movement Checklist, page 2

Group Needs
/ = Worked On
X = Improved

Awareness of and Response of Dangerous Situations; Alertness, Ability to Focus, Attention Span, Ignoring, Timing

GOALS

- ☐ ☐ Develop individual focusing strategies to use under duress or provocation
- ☐ ☐ Develop individual focusing strategies to use for class work
- ☐ ☐ Teach children to use positive self-talk
- ☐ ☐ Increase ability to scan environment
- ☐ ☐ Learn the ABC's of Safe Ignoring
- ☐ ☐ Increase ability to attend to others
- ☐ ☐ Teach children how their bodies alert them to early warning signs of danger
- ☐ ☐ Practice timing for protective interventions
- ☐ ☐ Increase ability to think and move in scary situations (includes self-talk scripts)

OUTCOME/PROGRESS

- ☐ ☐ Tattling decrease; students use individual strategies before seeking adult intervention
- ☐ ☐ Increased attention span and ability to focus
- ☐ ☐ Decrease in conflicts
- ☐ ☐ Increase in cooperation
- ☐ ☐ Increase in ability to focus/decrease in distractibility

Strategies for Dealing with Aggression

GOALS

- ☐ ☐ Teach children how to use facial expression, tone of voice and body language to assert themselves appropriately. (saying "no" or "stop")
- ☐ ☐ Teach facial expression, tone of voice and body movement to use the "Hey! Look..." technique to redirect attention
- ☐ ☐ Develop strategies for diffusing aggression, such as
 - ☐ giving a compliment
 - ☐ asking the time, gotta go
 - ☐ being friendly
 - ☐ asking for help
 - ☐ acting sick
 - ☐ being silly or goofy
 - ☐ distracting
 - ☐ changing the subject
 - ☐ making a joke
 - ☐ broken record
 - ☐ being with friends or others
 - ☐ acting crazy
 - ☐ wetting pants/vomiting
 - ☐ doing what attacker demands
 - ☐ getting a grown up
 - ☐ yelling "Help" or "Fire"
- ☐ ☐ Teach children how to be a pro-active witness
- ☐ ☐ Teach children when and how to involve an adult for help

Violence Prevention Through Movement Checklist, page 3

Group Needs
/ = Worked On
x = Improved

Strategies for Dealing with Aggression, con't.

OUTCOME/PROGRESS

- ☐ ☐ Show assertiveness by saying "No!" or "Stop!" effectively and appropriately
- ☐ ☐ Attempt to use pro-active strategies learned in class
- ☐ ☐ Handle minor conflicts using their own strategies with or without adult cuing
- ☐ ☐ Amount of teacher intervention needed

Appropriate Expression of Feelings

GOALS

- ☐ ☐ Teach children to show a range of feelings accurately with body and face
- ☐ ☐ Teach children to interpret a range of feeling expressions
- ☐ ☐ Develop movement and verbal repertoire for safely expressing feelings
- ☐ ☐ Work on anger management
- ☐ ☐ Teach children to empathize with others

OUTCOME/PROGRESS

- ☐ ☐ Decrease in outburst during class
- ☐ ☐ Appropriate responses to others
- ☐ ☐ Appropriate expression of feelings in class
- ☐ ☐ Appropriate expression of feelings on the playground
- ☐ ☐ Anger handled safely

Other Issues

- | | |
|---|---|
| ☐ ☐ Peer pressure | ☐ ☐ Racial diversity |
| ☐ ☐ School bus problems | ☐ ☐ Being accepted |
| ☐ ☐ Verbal skills | ☐ ☐ Being different |
| ☐ ☐ Exclusion | ☐ ☐ Other issues brought up by students |



Rena Kornblum

Disarming the Play ground



Activity Book

A comprehensive curriculum that utilizes body and mind as equal partners in developing the skills necessary for creating a safe world. This book teaches protective and pro-active behaviors tailored for the aggressors, the targets, and the witnesses of aggression. The curriculum contained in this Activity Book is presented in a format that can be used by teachers, parents, social workers, and dance/movement therapists, as well as other therapists whether they have a movement background or not. Suggested props, effective sequencing of lessons, and discussion topics are provided as well as step by step directions for all movement activities.

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"Through photographs, illustrations, anecdotes, deftly described skill training and discussion topics any adult can integrate the wealth of information and use it with students. Disarming the Playground is a tremendous gift to the field. I intend to recommend this marvelous body of work whenever I travel."

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"Succinctly, the author child development, and to the problems of



deftly synthesizes complex research findings from education, psychology, dance/movement therapy. The result is a practical and innovative approach violence in our schools that is accessible to teachers, parents, and there

Dianne Dulicai, Ph.D., ADTR, President, American Dance Therapy Association

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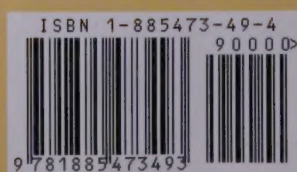


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